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THE UNIVERSITY OF ALBERTA

THROUGH A LOOKING GLASS: A FEMALE ADMINISTRATOR INTERPRETS THE PERSPECTIVE OF A FEMALE ADMINISTRATOR

by

© JANIECE MOYLAN

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF DOCTOR OF PHILOSOPHY

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

SPRING, 1988

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Supervisor

External Examiner

Date 25th April 1988

DEDICATION

This thesis is dedicated to the female elementary school principal known as

Evelyn Green

whose total co-operation made this study possible

ABSTRACT

The purpose of this study was to describe and explain the perspective of one female educational administrator. The type of research undertaken was qualitative, using the theory of symbolic interaction and the naturalistic method of enquiry through the use of a variety of field techniques. These field techniques included observation, semi-structured interviews, analysis of documents, questionnaires, journal keeping, collection of routine notices, collection of copies of school records, reports and correspondence and noting at time intervals the activity and social interaction patterns of the principal. The researcher observed the informant on an average of three days each week over an eight month period. Following the inductive approach suggested by Glaser and Strauss (1967) the data were collected, coded and analysed and categories were developed. These categories revealed patterns and/or qualities which the researcher interpreted as eight characteristics of performance and which the informant, Evelyn Green (pseudonym), portrayed consistently throughout the study. These characteristics of performance included enabler, empathizer, challenger, advocate, collaborator, image maker, loyalist and tactician and revealed different facets of the perspective of one female educational administrator. The overarching quality which permeated all eight characteristics of performance was that of teacher. The theory that an effective elementary school principal must also be an effective teacher has two major implications. An effective elementary school principal must possess effective teaching skills and secondly, the roles of teacher and principal are interrelated. These implications, together with the knowledge, skills and attitudes demonstrated by Evelyn Green, have bearing on the selection process of aspiring administrators to the position of elementary school principal and on pre-service and in-service programs offered to administrators within school districts.

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Chapter I

RESEARCH DESIGN

Introduction

Harry Wolcott's work (1973) "The Man in the Principal's Office" has always held a fascination for me. At the time of reading Wolcott's book I was a practising elementary school principal and I often wondered whether a female principal performed her tasks differently to Wolcott's Ed Bell. My decision to undertake this study emerged from a statement made by Wolcott in 1982 in a chapter entitled "Mirrors, Models and Monitors: Educator Adaptations of the Ethnographic Innovation in Doing an Ethnography of Schooling." In this chapter Wolcott stated,

> students have often asked me when I intend to conduct my own replication study (and since the advent of affirmative action they chide me about researching "The Woman in the Principal's Office"), but to the best of my knowledge no one has taken up the task that must be done by someone else.

I was curious to discover what similarities and differences would emerge from a study conducted thirteen years later, in a North American context with a female elementary school principal and undertaken by a female researcher who was also an experienced elementary school principal.

I considered the following questions.

(1) *What impact would the span of thirteen years have upon the nature of the principal's role?*

(2) *Would I find differences in the manner in which the male principal performed his tasks as opposed to that of a female?*

(3) *Would the cultures between these two elementary schools be similar or would there be significant differences?*

(4) *Would my study necessitate a re-examination of the theories generated as a result of Wolcott's study?*

Such questions provided me with the incentive to attempt this study.

Prior to writing my proposal for this study I conducted three computer searches to ascertain if a study similar to Wolcott's had been undertaken in which a female principal had been shadowed. The searches revealed nothing. However, twelve months later when I was in the process of writing the thesis, I conducted a further search and found that "The Woman in the Principal's Office" had been completed in 1985 in partial fulfillment of the requirements for a doctorate at the University of South Dakota by Ann Marie Shockman Shenkle. In Chapter Four of this study I compare the findings of Wolcott and Shenkle with my own.

Purpose of the Study

The purpose of this study was to describe and explain the perspective of one female educational administrator. Shibutani (1967: 161) defines a perspective as

> an ordered view of one's world -- what is taken for granted about the attributes of various objects, events, and human nature. It is an order of things remembered and things expected as well as things actually perceived, an organized conception of what is plausible and what is possible; it constitutes the matrix through which one perceives his environment. The fact that men have such ordered perspectives enables them to conceive of their ever changing world as relatively stable, orderly, and predictable. As Reizler puts it, one's perspective is an outline scheme, which running ahead of experience, defines and guides it.

Significance of the Study

Since this study attempted to describe and explain the perspective of one female educational administrator it has :

1. Provided useful information to the informant, Evelyn Green, (a pseudonym), which has enabled her to reflect on her own perspectives and the manner in which she administers Padstow School (a pseudonym).
2. Provided insights into the world of the female educational administrator which may prove useful to others in similar circumstances in expressing and understanding their world.
3. Generated hypotheses which may serve as a basis for continued research.
4. Provided understandings, and explanations of the world of the female educational administrator which may have the potential to be utilized in future policy planning and implementation.

Design of the Research

The type of research undertaken was qualitative, using the theory of symbolic interaction and the naturalistic method of inquiry through the use of a variety of field techniques. Following the inductive approach suggested by Glaser and Strauss (1967) and employing some of the data analysis techniques identified by Turner (1981) the data were collected, coded and analysed, and categories were developed. These categories revealed patterns and/or qualities which I interpreted as eight characteristics of performance which Evelyn Green portrayed consistently throughout the study. These characteristics of performance included enabler, empathizer, challenger, advocate, collaborator, image maker, loyalist and tactician and revealed different facets of the perspective of a female educational administrator.

I observed and interviewed Evelyn from November to June of the 1986 -1987 academic year and spent on the average of three full days at Padstow School each week. This allowed me to "obtain first hand knowledge about the empirical social world in question" and to "get close to the data, thereby developing the analytical, conceptual,

and categorical components of explanation from the data itself" (Filstead 1979: 6). I chose this approach to gain, as Bruyn (1966) suggests, the "inner perspective" or understanding of the person from her own frame of reference. Furthermore, as Miles and Huberman (1984:21-22) point out,

> qualitative data are . . . a source of well-grounded, rich description and explanation of processes occurring in local contexts. With qualitative data, one can preserve chronological flow, assess local causality, and derive fruitful explanations. Serendipitious findings can [also] appear.

Symbolic Interaction

Since I wanted to come to an understanding of the perspective of this female educational administrator, I chose the theory of symbolic interaction for this research. Herbert Blumer (1978: 91) defines symbolic interaction as

> the peculiar and distinctive character of interaction as it takes place between human beings. The peculiarity consists in the fact that human beings interpret or 'define' each other's actions instead of merely reacting to each other's actions. Their 'response' is not made directly to the actions of one another but instead is based on the meaning which they attach to such actions. Thus, human interaction is mediated by the use of symbols, by interpretation, or by ascertaining the meaning of one another's actions. This mediation is equivalent to inserting a process of interpretation between stimulus and response in the case of human behavior.

As Evelyn encountered her environment, she interpreted and gave meaning to its various elements. Having judged the suitability of these elements to her actions she made decisions on the basis of this judgement. She then acted according to the decision she had made. It was through observation and interviews with Evelyn that I was able to ascertain her perceptions, the meanings she attributed to her actions and an understanding of her experiences.

This process comprising stimulus, interpretation and response, is described by Blumer (1967: 142) as one of "self indication",

> Self-indication is a moving communicative process in which the individual notes things, assesses them, gives them a meaning, and decides to act on the basis of the meaning. Environmental pressures, external stimuli, organic drives, wishes, attitudes, feelings, ideas, and their like do not cover or explain the process of self-indication. The process of self-indication stands over against them in that the individual points out to himself and interprets the appearance or expression of such things, noting a given social demand that is made on him

The Naturalistic Method of Inquiry

Lindesmith, Strauss and Denzin (1977) symbolic interactionists, have emphasised the use of the naturalistic method of inquiry in qualitative studies of the type proposed in this study. The fundamental goal of this method is

> to develop theories which explain the feelings, emotions, definitions, attitudes, and actual behaviors of those observed. . . . Central to this method are . . . participant observation, unobtrusive methods, historical-comparative techniques, interviews, grounded theory constructions and triangulation. (Denzin, 1978: 1,2)

Since my aim was to explain and understand Evelyn's "feelings, emotions, definitions, attitudes and actual behavior" I considered the naturalistic method of inquiry appropriate for this study.

Field Techniques

In order to gain an understanding of Evelyn's perspective I used the following field techniques;

(a) observation,

(b) semi-structured interviews,

(c) analysis of documents and

(d) questionnaires to the staff and students.

Data were gathered through several methods designed as Wolcott (1973: 8-10) suggests, "to augment the observations." These included;

(a) journal keeping;

(b) collection of routine notices;

(c) collection of copies of school records, reports and correspondence and

(d) noting at time intervals the activity and social interaction patterns of the principal.

Observation

I spent eight months with Evelyn, observing her in as many situations as possible in order, in Blumer's terms, (1967:145) to "catch the process of interpretation." Blumer (1967:145) outlines the importance of "catching the process."

> The position of symbolic interaction requires the student to catch the process of interpretation. . . This process is not to be caught merely by turning to conditions which are antecedent to the process. Such antecedent conditions are helpful in understanding the process insofar as they enter into it, but . . . they do not constitute the process merely by inferring its nature from the overt action which is its product. To catch the process the student must take the role of the acting unit whose behavior he is studying. Since the interpretation is being made by the acting unit in terms of objects designated and appraised, meanings acquired, and decisions made, the process has to be seen from the standpoint of the acting unit.

I tried to fulfill this observation in a manner similar to that of Geer's (1964:83) description of a participant observer.

> A participant observer is at once reporter, interviewer, and scientist. On the scene, he gets the story of an event by questioning participants about what is happening and why. He fills out the story by asking people about their relation to the event, their reactions, opinions, and its significance. As an interviewer, he encourages the informant to tell his story . . . As scientist, he seeks answers to questions by setting up hypotheses and collecting data with which to answer them.

Wolcott's (1973:7-8) description of the "participant-as-observer" was also applicable to my role in this study : ". . . the observer is known to all and is present in the system as

a scientific observer, participating by his presence but at the same time usually allowed to do what observers do rather than expected to perform as others perform."

The Interview

Pansegrau (1983:11) defines the interview as "a face to face verbal exchange in which one person, the interviewer, attempts to elicit information or expressions of opinions or belief from another person."

The interviewer's task is a crucial one. According to Patton (1980:197) "the task of the interviewer is to make it possible for the person being interviewed to bring the interviewer into his world."

Dexter (1970), Wiseman and Aron (1970) and Denzin (1978) all consider the interview to be one of the major research techniques employed by the social scientist. Denzin (1978:89) asserts, "In the ultimate analysis sociological theory rests upon the interview for it remains (and rightfully so) the basic source of sociological data. The interview may be complemented by other methods . . . but it will never be replaced."

The interview can serve many purposes in research. Kerlinger (1967: 468) delineates three main purposes.

> One, it can be used as an exploratory device to help identify variables and relations, to suggest hypotheses, and to guide other phases of the research. Two, it can be used as the main instrument of the research . . . Three, the interview can be used to supplement other methods used in a research study: to follow up unexpected results, to validate other methods, and to go deeper into the motivations of respondents and their reasons for responding as they do.

Patton (1980:196) states that the purpose of interviewing is

> to find out what is in and on someone else's mind. . . . It is NOT to put things in someone's mind (for example the interviewer's preconceived categories for organizing the world) but rather to access the perspective

> of the person being interviewed. We interview people to find out from them those things we cannot directly observe. The issue is not whether observational data is more desirable, valid, or meaningful than self-report data. The fact of the matter is that we cannot observe everything. We cannot observe feelings, thoughts and intentions . . . the purpose of interviewing then is to allow us to enter the other person's perspective. The assumption is that the perspective is meaningful, knowledgeable and able to be made explicit.

Interviews carried out using an unstructured but "focused" "non-scheduled" technique (Merton, 1956:3) feature a minimal interview structure. The interviewer works from an interview guide rather than from a rigid list of questions. This method allows conversation to flow freely, aided by probing questions from the interviewer. In addition, open-ended questions are asked in order to elicit an optimal amount of information and to explore new questions that are raised spontaneously during the discussion. Kerlinger (1967: 471) describes open-ended techniques of interviewing as follows:

> Open - end questions are those that supply a frame of reference for respondents' answers, but put a minimum of restraint on the answers and their expression. While their content is dictated by the research problem, they impose no other restrictions on the content and manner of informant answers.

The advantages of utilizing open-ended questioning techniques are also discussed by Kerlinger (1967:471).

> The responses to open ended questions can suggest possibilities of relations and hypotheses. Respondents will sometimes give unexpected answers that may indicate the existence of relations not originally anticipated.

Guba (1981:156) reiterating Dexter's (1970:3) definition of the unstructured form of interviewing commented:

> it involves: stressing the interviewee's definition of the situation, encouraging the interviewee to structure the account of the situation; and letting the interviewee introduce to a considerable extent his notions of what he regards as relevant, instead of relying upon the investigator's notion of relevance. Thus, unlike a structured focused, or standardized

> interview, the unstructured or "elite" interview is concerned with the unique, the idiosyncratic and the wholly individual viewpoint.

Dexter (1970), Wiseman and Aron (1970:31), and Sanders (1974:160) all suggest that indepth interviews are based on the belief that people know why they act in certain ways and therefore interviews are considered to be an appropriate means of obtaining information on topics where the respondents' points of view and inner feelings are important to the research goals. Wiseman and Aron (1970:27) reiterate further by stating that the depth interview: ". . . enables the investigator to probe the intensity of an individual's feelings about a given social phenomenon, the intricacies of his definition of it, and how he relates it to other areas of his social life."

Dexter (1970:64) and Wiseman and Aron (1970:28) suggest that interviewers when carrying out an in-depth interview are faced with some fundamental problems:

> They must create and maintain a personal rapport which will enable them to obtain frank answers from the informant; they must assure the informant that his identity will be kept confidential and that the information is required for a legitimate study.

Although there are no universal rules concerning how to conduct an interview, Caplow (1956: 167) and Dexter (1970:24) suggest the following principles of interviewing.

> 1. Interviewers should not interject their own attitudes or experiences into conversations nor should they express value judgements
>
> 2. Because any sequence of questions structure the subject matter, the interview schedule should have the minimum number of questions in the simplest form adaptable to the problem.
>
> 3. The response which can be anticipated for the question is often quite different from [the] logical complement to the question.
>
> 4. All interview schedules and questions entail certain unpredictable effects.
>
> 5. The attitude of the interviewer towards the informant should always be extremely attentive and concentrated.

6. The expert interviewer is much more than a recording device. Questions should be pursued to a point where no ambiguities exist in the mind of the interviewer.

Following these principles the researcher, according to Patton, (1980:200) "remains free to build a conversation within a particular subject area, to word questions spontaneously and to establish a comfortable style but with the focus on a particular subject that has been predetermined."

The interview was used extensively as a field technique in this study. Merton's (1956: 3) "unstructured, but focused, non-scheduled technique" was utilized. I worked from the data I had collected throughout the day and then at an appropriate time I would ask Ev to reflect with me on the instances or data I presented. Sometimes this happened in the car travelling to appointments or sometimes she would say, "I have a few spare minutes right now would you like to discuss anything with me?" This method allowed conversation to flow freely, and when appropriate, I was able to ask probing questions.

Status of the Researcher

The status of the researcher in a study of this kind is crucial since as Le Compte and Goetz (1982: 37) assert, "all conclusions will be qualified by the investigator's role within the research site."

Le Compte and Goetz (1982: 46) also stress that "Attempting to avoid problems of entanglement by assuring a position of neutrality can lead the researcher into other distortions. Detachment can destroy rapport and cause informants to infer indifference or even hostility" but intense "closeness with one informant may also distort and have an effect on other informants." These authors (1982: 46) further suggest that intimacy between researcher and informant may lead to a loss of objectivity on the part of the researcher when collecting and analyzing the data.

Glazer (1972: 49-50) also warns the researcher from becoming too intimate with informants, thus falling prey to "overidentification." Losing control of the direction of one's actions and demonstrating a lessened ability to observe "can be," he asserts, "the crucial negative consequences of such overinvolvement." Furthermore, Glazer cautions, "observations may become limited in order to support those results with which [the researcher] feels most comfortable."

Glazer (1972: 51) further asserts that "it is the researcher's responsibility to set limits on his own behavior by subtle or overt reminders that he plays a different and special role." Therefore the researcher must "constantly examine his own motivations and goals" because "a researcher cannot afford to forget his primary purpose or pretend that he lacks a sense of proper behavior."

Prior to the commencement of the study Evelyn and I had worked on a project with two others for a brief period so we both knew one another a little. I entered the research site as an observer and I tried to maintain a neutral position. I cannot deny, however, that a relationship developed between us. This relationship became the focal point of many dialogues I had with myself within my journal. I kept reminding myself of the purpose of the study, that I was to record exactly what I observed and that I was to present Ev's perspective as accurately as possible. I believe the rapport which developed between us did not cause me to lose objectivity.

As Wax (1971) predicted I was "accorded a position by the staff." Some of the staff members jokingly called me "the shadow." All were very friendly toward me. Initially my note taking and my following of Evelyn intrigued them but after a period of time they simply ignored my writing of notes and appeared to see me as an addendum to

Evelyn. Unlike Wolcott I was never given messages to give to Ev however, on occasions when Ev went to the washroom someone would ask, "Where is Ev?"

Background of the Researcher

I believe it is necessary at this point to inform the reader of my background and experience. I have been an elementary school teacher for twenty two years and I have administered two elementary schools as principal for a period of seven years. The first elementary school of which I was principal for four years had an enrolment of one hundred and eighty children. I was also responsible for Grades Five and Six at this school. The second elementary school of which I was principal for three years had an enrolment of four hundred and twenty pupils. At this elementary school I was non-teaching but since we had no music specialist I taught music throughout the school. It is important for the reader to be aware of my background and experience because I have interpreted Evelyn's perspective through my administrative frame of reference.

Observer Effects

Le Compte and Goetz (1982: 46) stress that "when data are being gathered through participant observation and informant interviewing, reactivity must be assessed" and the "possible and probable effects of the observer's presence must be considered." Le Compte and Goetz (1982: 46) also warn the researcher of the possibility of the informant becoming dependent for "status enhancement" and/or the "satisfaction of psychological needs." Argyris (1952) further suggests that the informant may behave differently in order to reveal herself favourably. However, Cook and Campbell (1979) state that an extended length of time spent in the field, coupled with regular observations may reduce the possiblity of halo effect.

Since I spent many hours observing Evelyn over a period of months I felt that the possibility of halo effect would be considerably reduced. I also asked Ev if she felt my presence had any impact on the staff. She replied that early in the study some members of staff did not frequent her office as much, however, after a few weeks she noticed that "things were back to normal." At the conclusion of the study I asked Ev to reflect on how she felt being the focus of the study. After elaborating on her initial apprehensions she responded. . . "in retrospect, I think that being the focus of the study was almost incidental. I was totally relaxed having you around and was able to go about my business very normally and routinely."

Authenticity

Bruyn, (1966: 180-185, 264) outlines "six criteria for adequacy" for use when designing and evaluating the authenticity of a qualitative study. These criteria include "time, place, social circumstance, language, intimacy and consensus of confirmation in the context."

> 1. Time- the more time an individual spends with a group, the more likely it is that he will obtain an accurate interpretation of the social meanings its members live by.

The length of time I spent with Evelyn allowed me to gain "an accurate interpretation" of her "social meanings."

> 2. Place - the closer the observer works geographically to the people he studies, the more accurate should be his interpretations.

I observed and interviewed Ev at the school and in her home to try to gain "more accurate" interpretations.

> 3. Social circumstance - the more varied the status opportunities within which the observer can relate to his subjects, and the more varied the activities he witnesses, the more likely the observer's interpretations will be true.

I accompanied Evelyn both inside and outside the school setting. I attended meetings with Ev. I interviewed her family in her home. I interviewed her husband over a meal in a restaurant. I also had the pleasure of being invited to Ev's home for meals and special celebrations. "The status opportunities" and her "activities" were extremely varied.

> 4. Language - the more familiar the observer is with the language of his subjects, the more accurate should be his interpretations.

Since I have been an elementary school principal I was very familiar with Ev's administrative language.

> 5. Intimacy - the greater the degree of intimacy the observer achieves with his subjects, the more accurate will be his interpretations.

A rapport developed very quickly between Evelyn and myself. In her reflections Ev commented, "Most of my fears were laid to rest upon meeting you and each subsequent meeting with you made me feel more comfortable about participating. I knew I could never suspect you of doing anything devious, secretive or vindictive. And because you had a happy personality I knew I would enjoy your company and conversation. Once your visits to the school started, you were so well liked and accepted by the staff, I really began to look forward to your visits (and I know the staff did too!) The best parts were when we had our informal chats, when we got to know each other better. Chatting with you, exchanging stories and anecdotes was the highlight for me."

> 6. Consensus of confirmation in the context - the more the observer confirms the expressive meaning of the community, either directly or indirectly, the more accurate will be his interpretations of them.

I had Evelyn elaborate on meanings she gave to her actions during the interviewing sessions. Furthermore, I surveyed both staff and students to gain an understanding of

their perspectives. I also had Evelyn read all my writings to confirm whether I had captured the true meaning of each situation.

Conclusion

In conclusion then, the purpose of this study was to describe and explain the perspective of one female educational administrator using the theory of symbolic interaction as a philosophical base. Field techniques comprising observation, semi-structured interviews, analysis of documents and the use of questionnaires were supplemented by journal keeping, collection of routine notices, collection of copies of school records, reports, correspondence and the noting at time intervals of the activities and social interaction patterns of Evelyn Green an elementary school principal. In the following chapter the methodology utilized in this study will be delineated.

Chapter II

METHODOLOGY

In this chapter the following three processes are described namely, locating the informant, conducting the fieldwork and the method of data analysis.

Locating the Informant

Wolcott's Ed Bell was a full time supervising principal, responsible for only one elementary school, who was not new to administration or to a particular building, was male, had a family of four children (two of whom were in high school and two had not begun school) and was a career principal. I tried to find a female possessing similar characteristics. This proved to be very difficult. Most of the female administrators in the school districts I approached were either single, married with no children or married with children who had already completed their secondary education. Some of these female administrators were in the position for the first time and some had been reappointed to a new school. Only one female administrator had a child not yet in the elementary school and this administrator had just been appointed to the position of principal. After three months of searching I finally found one female informant who was married, was a full time supervising principal, was responsible for only one elementary school and was not new to administration nor to this particular school. However, she had only two children, a son in junior high and a daughter in senior high, and she was not a career principal. That is, she did not envisage herself being a principal for the rest of her professional life.

I approached members in the personnel department of a large school district and explained to them the type of person I was seeking. These gentlemen arranged a

meeting with Evelyn, themselves and me. At this meeting I outlined the purpose of the study and what it entailed. I stressed to Evelyn that she was under no obligation to participate, and furthermore, if she did decide to participate and she found it too draining, she was free to withdraw at any stage without penalty.

Ev asked many questions some of which were:

"Who owns this study?"

"Won't you need to be at the school every day?"

"What aspects would you be observing?"

"When would we discuss my perceptions?"

"How can you possibly grant me anonymity?"

"If I have to attend a meeting of Principals then the Associate and the Superintendent need to be informed don't they?"

"When would you start?"

"How long do you intend to do it?"

Before we closed the meeting I asked Ev, "Just out of interest, how does the idea strike you?" She responded "I like it but I am not sure I like being exposed." Ev then left with the assurance that she was under no pressure to participate but that I would like to have an answer within two weeks so that I would know whether I needed to look further for a possible informant. She assured me that she would let me know by the following Friday.

On the following Friday I phoned Ev but she was at a meeting. I phoned again an hour later and she was in conference with her Associate Superintendent. Two hours later Ev phoned me and said that the Associate Superintendent had advised her "to put the study on hold." She said that she was "mildly interested" but that the Associate was concerned that she "could be overloading" herself. He told her that he would get back

to her regarding her involvement in the study by the middle of the following week. She also said that the Associate planned to contact me if he had further clarifying questions regarding the nature of the study. Ev apologized for asking me to wait for the decision but as she explained "the matter has been taken out of my hands." I thanked her for her openness and we closed the conversation.

I waited until the middle of the following week and when I had not been contacted by the Associate Superintendent I decided to approach the Superintendent to clarify the situation and to gain whatever permissions he deemed necessary. The Superintendent's secretary referred me to the Assistant Superintendent's secretary. This secretary referred me to the Superintendent of Information. The Superintendent of Information told me that I needed to furnish all documents through Field Services at the University before he could grant me access to personnel within the school district. I explained that it was necessary for me to have a possible informant before going to candidacy and that Field Services would not approve a research proposal until I had had the proposal approved by the Committee at candidacy. The Superintendent of Information then suggested that an official letter from my advisor stating the purpose of my research and requesting permission for me to approach the school district for an appropriate informant would suffice. I approached my advisor the following day and the letter was in the hands of the Superintendent of Information forty eight hours after our meeting. I waited one week to hear from the Superintendent of Information regarding permission to approach personnel within the district. I phoned many times but I was unable to contact him. I then approached the Associate Superintendent and asked to speak with him regarding my study. I explained that I had given the Superintendent of Information the necessary documentation and I apologized to him for any misunderstanding that had occurred and asked for his reaction to the study. He said that when he had heard of the nature of the study he wanted to ascertain from the Assistant Superintendent (his

immediate superior) that such studies were permissable within the district. He had since contacted the Assistant Superintendent and found that studies of the type I was undertaking had been done previously within the district and that the Assistant Superintendent "had no objections" to my study. "So" he responded, "if it is alright with the Assistant Superintendent it is alright with me." He then told me that he would contact Evelyn and assure her that if she wanted to be involved in the study he would have no objections. He said, "It is now for her to decide."

I waited two days and then contacted Ev to let her know what had taken place between the Associate Superintendent and me. She said that the Associate Superintendent had phoned her and had told her that the decision was hers. I then said that I still did not want her to decide hastily so we arranged that she would phone me the following week to let me know of her decision. I again reiterated that I did not want her to feel compelled to accept. She thanked me and said that she realized fully that it was her decision.

The following Sunday at 12:30 p.m. Ev phoned me and said that she had made her decision and she felt "good" about it. She said she would take part in the study. What had really helped her decide was the fact that we had worked together on a project in the previous weeks and she felt comfortable with me. "In fact" she said, "it could be fun!" Her one concern was being exposed and she had thought about that and had decided that perhaps she was "overreacting." She did ask, however, "Do I have to be perfect?" Her final question was, "When would you like to start?" The following Tuesday I went to candidacy and the study was approved by the Committee. I began at the school site on November 4th 1986. The process of locating an informant had taken four months.

Conducting the Fieldwork

I organized my field notes in a similar manner to that outlined by Spradley. Spradley (1980: 73-111) suggests that the field notes should consist of three major sections: (a) condensed and expanded notes, (b) an analysis and interpretation section and (c) journal entries. Le Compte and Goetz (1982:41) assert that the condensed and expanded notes should contain "low inference descriptors phrased in terms as concrete and precise as possible . . . these [would] include verbatim accounts of what people say as well as narratives of behavior and activity." In section (b), the analysis and interpretation section, Le Compte and Goetz (1982: 41) state there "may be any combination of high inference interpretive comments." However, Pelto (1970 :93) warns the researcher of the constant danger of being too quick to "leap to abstraction." Spradley (1980 :71) suggests that section (c) the journal, consists of the researcher's "experiences, ideas fears, mistakes, confusions, breakthroughs and problems that arise." The journal, Spradley (1980: 71-72) explains, "represents the personal side of fieldwork. . . and enables a person to take into account personal biases and feelings, [and] to understand their influences on the research."

I purchased a very thick subject notebook which had a one inch margin and was lined. In the margin I placed the time of the interaction. At the top of the page I wrote the date. Every time Evelyn spoke or interacted in some manner I recorded the time and her exact words in pencil on the right hand side of the book. I left the left hand side blank to allow me to expand on the event and to note whatever questions I needed to ask Ev at a later date. I also used the left side to make notes to myself about things I felt needed further dialogue in my own journal. I used pencil for recording all field notes because I found I write more quickly and legibly in pencil. Each evening I spent time elaborating on the situations that had occurred throughout the day using the left hand side of the book. I also spent time each evening coding every event into categories which I placed

in the margin with red pen. I also spent time on my journal each evening. These activities took between two and three hours depending on what had transpired that day.

Ev was most co-operative and would say at the end of a phone call, "That was. . . about. . ." When she was writing at her desk she would often say, "I am now. . . " Sometimes she appeared so oblivious of my presence that I would have to ask her later what the purpose of the phone call was or what was the content of a letter she was writing and to whom she was writing. When she was reading at her desk she would say, "This is. . . " When we were walking or riding to an event I would ask her to tell me the purpose of the encounter and her feelings at that point in time regarding the encounter. At the conclusion of these encounters I asked again for her reflections on what had taken place and what follow up, if any, she perceived to be necessary. Ev also gave me copies of materials she had prepared for the staff and parents. She also reflected with me on the events which transpired on the days I was unable to be with her. On three occasions Ev suggested that I not be present at interviews with parents and staff. Her reason was that my presence might embarrass those with whom she was to interact. She then reflected on the interaction with me the next time we were together.

Only one person objected to my writing in his presence and that was a ten year old child who refused to speak because, as he explained to Ev, "she's writing it all down." Ev then explained my presence by telling him that I was "spying on" her not on him. The child then allowed me to write in his presence but he did ask Ev "Why do you let her do that?" Ev simply laughed and said, "Because she is doing some work for me."

At lunch or coffee breaks I did not take notes because I felt that it could stifle interaction among staff members. At the completion of these breaks I reflected on what had

transpired and I wrote whatever I perceived to be relevant to Evelyn and her perspective. At the conclusion of the study I found I had filled four very thick books with data.

At the conclusion of the study, as suggested by Le Compte and Goetz (1982: 42), I invited Evelyn to examine critically and to evaluate all recorded data. Glazer (1972: 2) warns, however, that this analysis by the informant may lead to a situation whereby "the investigator is confronted with the problem of personal integrity." This could arise if the informant did not want the researcher to reveal, as Glazer (1972:17) describes, the "less positive aspects." Evelyn did not request any major changes to the recorded data.

Le Compte and Goetz (1982: 42) suggest that peer examination of the research while the study is being conducted enables the researcher to gain information regarding "predictions, biases, and possible influences." Throughout the study I asked members of my committee to read my work. Glazer (1972: 54-55) suggests that such consultants

> can play an important part in assisting the field worker to reflect on his experiences and the direction his work is taking. Often as he articulates what he has seen and how he acted in certain situations, the researcher gains important insights into patterns of attitudes and behavior of those he is observing . . . the consultant . . . can alert the field worker to actions that he is beginning to take for granted and can encourage him to pursue fruitful areas of further inquiry.

Since in this study I planned to examine a culture within a culture, Schein's (1977: 39) words of explanation regarding this process seemed particularly relevant.

> When we study another culture we observe with detachment and also react in terms of our own feelings and morality. The observation and the moral reaction really happen successively but they often occur simultaneously. In order to understand what is happening and to perceive the meaningfulness of people's own behavior to themselves, we have to separate these two processes, very often temporarily suppressing our personal reaction. . . this is a strain to sustain . . . [one must] leave the site . . .to relax and then return aware of [one's] feelings.

Glazer (1972) also warns against "researcher exhaustion" and suggests that "breaks" are needed to retain objectivity and to relieve overidentification. I found three full days at the school site per week to be as much as I could handle given the extra hours I spent each evening attending to the expanded notes and my personal journal. The remaining two days of the working week I spent on research totally unrelated to the study. I believe these two days provided the needed breaks which Glazer suggests to retain objectivity and to relieve overidentification.

With regard to conducting oneself in the field, Glazer (1972: 52) offers a word of wisdom to the researcher when he states, "Listening is important . . . asking questions at times serves to silence others." I reminded myself of this each morning as I entered the site.

Glazer (1972: 43) suggests that the researcher, before leaving the field, request the informant for her reactions to the researcher's presence. This information, Glazer asserts, "would be invaluable in planning future field work . . . [and] would give a fuller picture of the early stages of the field work adventure." At the conclusion of the study I asked Ev to reflect on the following questions:

(a) How you felt being the focus of the study?

(b) What impact, if any, the study had upon you and your administrative style?

(c) Your reaction to reading this account.

(d) Our relationship. . . could you explore your feelings from the beginning till now?

(e) Anything I have left out which you feel should be included?

(f) Anything you would like deleted? Why?

(g) Anything you would like changed? Why?

Ev wrote the following reflections in response to the questions outlined above. A couple of explanations are necessary. Ev wrote these responses as a result of reading the first draft of Chapter Three "The Presentation of the Data" and Tom (pseudonym), whom I approached to find an informant, was a member of the personnel department of the Ptarmigan Public School District (pseudonym).

Ev responded . . . "How I felt being the focus of the study . . . and our relationship. My initial apprehension began to fade once I had met you. Up until that time I had heard Tom's version of the study and, to be perfectly honest, I agreed to consider participating in the study as a token of Tom's and my friendship (in his persuasive style I thought he had some vested interest in you and the study and I would be doing him a personal favor, etc.) Churning through my thoughts were these questions.

(a) How will I ever relax being constantly watched and shadowed?

(b) How will I manage being compelled to always 'put my best foot forward ' . . . when I make a mistake will it forever be noted for all the world to see in your final written document?

(c) If I am striving to be administratively astute in your presence will the results in fact be artificial and the 'real' administrative me be submerged?

(d) How can a nun ever look favorably on a vain, worldly, smoking, party-loving person? (please forgive my monumental ignorance!)

(e) Will the staff or my family say negative things to you about me that would totally crush me?

(f) What constraints would be placed on the staff by your presence with me?

(g) What if I didn't like you very much or what if some of your personality traits annoyed me, or SHUDDER, what if you were humorless or judgemental?

As I mentioned earlier, most of my fears were laid to rest upon meeting you and each subsequent meeting with you made me feel more comfortable about participating. You were so natural that I could never suspect you of doing anything devious, secretive or vindictive. And, because you had a **happy** personality, I knew I would enjoy your company and conversation. Once your visits to the school started, and you were so well - liked and accepted by the staff, I really began to look forward to your visits (and I know the staff did too!) The best parts were when we had our informal chats when we got to know each other better. In retrospect, I think that being the focus of the study was almost incidental. I was totally relaxed having you around and was able to go about my business very normally and routinely. Chatting with you, exchanging stories and anecdotes was the highlight for me.

Impact of the study on me and my administrative style. . . I've always had a sense that my administrative techniques were generally effective because I get to where I'm going (programs, directions, etc) in a school in a fairly harmonious and productive way. I had certainly never analysed my style before. I think the greatest impact on me has been your very positive feedback to me. I have, of course, received positive feedback before but always from persons who really knew little or nothing of my administrative style, yet you were in a position to comment officially or unofficially. You now have the most comprehensive understanding of my style and have given me tremendous accolades (were you supposed to do that?) It felt **good** although I do think your opinion is too generous. I still believe that my style demonstrates one way to do a good job but there are many ways. Your opinion is one opinion (some people may not agree with you on the effectiveness of my administration as you discerned from some of the staff comments.) One thing you did make me stop and think about is the way I deal with children. My impact on them is more significant I think, than I realized. That's one of the reasons that I am choosing to remain quite closely involved with students even

though the opportunity has presented itself this year to turn over major responsibilities in that area to Kevin (who has 7/10 time for counselling and administration.)

My reaction to this account . . . For the most part, reading this account is a little bit of an ego-trip, quite thrilling and I'm quite impressed that I was the one fortunate enough to have been involved. Questions that come to my mind though are about things like this:
(a) Some of the information seems incomplete or inadequate i.e., how can one really appreciate interacting with Michael or Tim etc. without knowing the student's background? It's like I want to include the hundred and one details about every given situation to ensure correct interpretation by the readers of your study. I don't want people to interpret MORE or LESS than the truth.
(b) Another reaction : I wonder sometimes how the role and responsibilities of Australian principals differs from Ptarmigan's principals? I've mentioned to you before that really you might be depicting how one person fulfills the expectations (i.e., job description) of the Ptarmigan Board and that most Ptarmigan principals have the same tasks and requirements that I do - maybe more - and do them in similar fashions.

Deletions / Changes . . . I've made some notations in the study for you to consider. Regarding my personal history and life -
(a) smoking - you refer to my smoking on page 6 - since I'm so sensitive about it, does it have to appear anywhere else???
(b) marriage - it seems more emphasis is placed on our two separations than anything else. (my separations are kind of embarrassing too!)
(c) kids - I think my kids are delightfully well adjusted, charming, loving, skilled, talented, etc, etc. terrific!

Last but not least you have done a wonderful job. I know this study is more important to you than to me and more significant to you than to me. I'm so pleased for you that you are almost there - and that all your hard work, diligence and overwhelming bits of information have manifested themselves in a document that you can be very, very proud of. My greatest reward has been knowing you - I hope that doesn't invalidate your study!"

Data Analysis

Glaser and Strauss (1967) advocate that data collection, coding and analysis should be ongoing throughout the study as the information obtained points the direction for future sampling and determines the focus of future interview probes. Data were collected, coded into categories, expanded and analysed each evening.

I entered the field notes in time segments. For example:

4-11-86 (Note : P = Principal)

10:53 a.m. Phone call from a person with some concern about a program being conducted within the school. P asks "Do you have students in the school? You don't? um um (rocking in chair) . . the bussing is offered through. . . I'm not sure we have a student using that bus this year. . um um um um (scribbles with pencil) um um um um well. . . I'm feeling that I can't help you very much. I don't have that information handy right now. (scribbling with pencil on pad) What I recommend you do is contact . . . and and ask someone who could clarify these issues for you and then I would be most happy to talk with you again." P explains the school's program and then says "Since our program is school based we do not combine with other groups as others may do in the community." P then finds the president's name and number in the phone book

and gives them to the caller. P finalizes the conversation by saying "You're quite welcome."

Each segment was classified into categories. I developed thirty-four categories from the daily coding exercise, they included (in alphabetical order):

Acting Assistant Principal;

Answering Surveys and Questionnaires;

Assistant Principal;

Associate Superintendent;

Associations to which Evelyn Belongs;

Budget;

Central Office;

Custodian;

Descriptions of the Surroundings;

Discipline;

Dress, Mannerisms, Likes and Dislikes;

Evaluation of Staff and Interns;

Family;

General Assemblies;

Leadership Style;

Mail, Memos, Monthly Calendar, Filing;

Meetings;

My Presence as Observer;

Parents;

Peer Principals;

Professional Development, Staff and Self;

Professional Reading;

Ptarmigan Central Office Work;

Public Image;

Reading Specialist;

Reflections;

School Counsellor and Social Workers;

Secretary;

Smoking;

Students;

Support Staff;

Teachers;

Teaching and

Written Work.

Having categorized every segment of data I placed the title of each category on a separate card and then identified the segment of the data by date, time and a brief description. For example:

Category: Discipline

4/11: 9:49 Children in outer office waiting for Principal

4/11:10:45 Fighting on the playground at recess: Gordon ++

4/11:11:22 Follow up to 10:45 - Continues till 11:32.

4/11: 1:03 Follow up to 11:32 - Continues till 1:21.

4/11:2:41 Children in outer office waiting for Principal - play fighting Michael + Tim

4/11:2:52 Principal speaks to the Acting Assistant about the children in outer office.

4/11: 2:56 Principal reflects with researcher on 10:45 ++ incident

5/11: 9:08 Principal suspends Year Six child.

5/11: 9:28 Follow up and explanation to researcher of 9:08 suspension.

5/11: 10:53 Principal writes letter to parent of child just suspended.

5/11: 1:57 Principal signs letter to parent re the suspension at 9:08.

Each card contained seventeen segments of data. By the end of the study some categories included more than fourteen cards each containing seventeen segments of data.

As the study progressed I found patterns of behavior emerging which Evelyn consistently protrayed and which fell across the thirty-four categories I had developed. These patterns or qualities of behavior I defined as characteristics of performance. These characteristics of performance numbered eight in all, namely enabler, empathizer, challenger, advocate, collaborator, image maker, loyalist and tactician.

To gain access to the data for these characteristics of performance across the thirty-four categories I designated a color for each characteristic; enabler - red, empathizer - black, challenger - blue, advocate - pink, collaborator - green, image-maker - purple and loyalist - yellow and tactician - orange. I then went through all the cards in all the categories and color coded each segment of data which supported that specific characteristic of performance. The cards became masses of color. It was from the color coded segments of data that I was able to provide evidence of the eight characteristics of performance which are presented in the next chapter "Presentation of the Data."

In many of the instances cited in the presentation of the data I have included Evelyn's words only. My purpose in presenting the data in this manner was to enable the reader to focus on Evelyn and her perspective. Where I thought it necessary I have provided descriptive text but in most instances Ev's response to an interaction is sufficient for the reader to understand the dynamics of the interaction. I have also chosen to use Ev's own words wherever possible without paraphrasing because I believe that Evelyn's

language conveys nuances of her perspective which would otherwise be lost through second hand description.

Reflections

I found the process of **locating a suitable informant** and gaining her consent to be a gruelling experience.

Approaching people and asking them to consider taking part in the study was difficult.

Endeavouring to gain access to an informant in a school district and yet at the same time safe-guarding her anonymity was not easy.

Going through all the correct channels both at the university and the school district level to gain all necessary permissions within a given time period was stressful.

Waiting for an answer from a possible informant was a real test of faith and patience.

Knowing that the study depended on one person and realizing that she had the privilege of opting out at any time left me feeling very vulnerable.

Conducting the fieldwork

Initially I felt really obvious and embarrassed when people would come into Ev's office and begin a conversation or when Ev conversed by phone. I wanted to get up and leave immediately. I felt I was intruding. This feeling of embarrassment lessened over time but never left me. I was never really at ease writing down Ev's telephone conversations. There were also some interactions (e.g.when Ev evaluated a teacher's performance) in which I felt really uncomfortable being present and yet which proved most valuable in enabling me to record exactly what and how things were said.

After the first few weeks when the novelty of observing had worn off and interactions became repetitive I found I had to fight boredom and continually motivate myself to keep writing.

Three days each week were enough. I found I had reached saturation point at the end of the third day. Writing continuously throughout a school day can be extremely tiring.

The **method of data analysis** demanded discipline. I had to be faithful to my expanded notation, coding of categories and the writing up of my journal each evening. The task of analysis would have proved impossible had I not adhered to the discipline of doing this each night. As it was it took me three months to transfer all the segments of data to the category cards. I worked on the average of five hours each day. This was a tedious task but a crucial one because it provided me with a retrieval system from which I could produce the evidence to support the characteristics of performance which emerged across the thirty-four categories. These characteristics of performance are presented in the next chapter "Presentation of the Data."

Chapter III

PRESENTATION OF THE DATA

Introduction

The purpose of this study was to describe and interpret the perspective of one female educational administrator. In this chapter Evelyn Green is presented as the administrator of Padstow Elementary School within the Ptarmigan Public School District of a province within Canada. A description of the context in which Evelyn lived and worked is followed by a detailed description of Evelyn's administrative perspective. This perspective has been interpreted under eight major characteristics of performance or roles, namely enabler, empathizer, challenger, advocate, collaborator, image maker, loyalist and tactician. These roles emerged from the analysis of the data. The perceptions of both staff and students regarding Evelyn's administrative style are then presented. These perceptions are followed by my reflections on the data presented in this chapter.

Evelyn Green

Appearance

Ev is approximately five foot seven inches tall, of medium build, with brown eyes and light brown, shoulder length hair. She favours clothing designs which are full and flowing using textures of a soft, smooth variety. Ev favours black and white, grey and purple, orange, cream and brown. Ev's height together with her choice in the design, colour and fabric of her clothing combined with her expert attention to makeup and

accessories, contribute to a very graceful, elegant, attractive, feminine appearance. Even when dressed for volleyball Ev looks stunning!

History

At three years of age Ev's mother left Ev and her sister aged five with their father. The father tried to care for the two youngsters but as Ev reported, "he did not do it very well." Ev's father was fifty-two and her mother thirty-three when they parted. Ev's dad had been married previously to Nancy and he had had four children by her. For about eighteen months after the separation Ev and her sister Pat were cared for by the older children of her father's first marriage. Nancy, Ev's father's first wife, had remarried a farmer and when Ev was four and a half years old, she and her sister were taken to live with Nancy on the farm. Ev remained there for ten years and saw her mom and dad during school holidays. At age fourteen Ev met Bob and "fell in love." At nineteen she married Bob and had two children, Lisa and Brent. When the children were aged seven and five Ev and Bob separated. It was during this separation that Ev chose to use her maiden name which she still retains. After two years Ev and Bob came together again. The marriage lasted about three years and then another separation occurred. This time they were apart for approximately two years. At the commencement of the study Ev and Bob were together again having renewed their wedding vows two years earlier.

Bob

Bob's father was very strict and not at all demonstrative with his affections. Bob recalls vividly the criticism and "putting down" his mother suffered at the hands of his father and he resolved that if ever he married he would treat his wife as an equal partner in the relationship. He also resolved to share all domestic chores within the home and to be "a good" father to his children. Ev recalled laughingly, that when they "were first married Bob would draw the curtains in the kitchen before washing dishes so that the neighbours

would not see him!!" Ev also spoke frequently of Bob's strength in fathering. "The children adore him." However she did lament the fact that she had "to be the disciplinarian" in the home.

Bob began his career as a salesman. He then bought his own business and at the time of the the study he held the position of general manager in a large automative dealership. I asked Bob if the work load of either partner had anything to do with the separations that occurred. He said he thought work was partly responsible especially in the second separation. The first separation he attributed to the fact that they "were both very young" when they were first married neither had "had a chance to fly the coop" and "both needed space." However they both discovered that their "original relationship was rather special." The second separation he thought was brought on by the pressures both were under in their respective jobs. "Ev needed a place to unload and so did I. Both of us were in positions of responsibility and the economy at the time was in a slump. We both needed to unload and the only place to do that safely was on one another." However "the relationship could not stand up to that kind of battering" and so they separated for a second time. Again the separation brought the realization of the specialness of the relationship and they came together again and this time they remarried and renewed their vows. Bob is very proud of Ev and knows that she does her work very well. Since their remarriage Bob is trying to take more responsibility for the discipline of the children. He admits that "Ev has had to do most of it in the past."

Ev's Struggle

Ev resolved that she would be a better mother to her children than her mother had been to her. She strove to be the perfect wife and mother. After Brent was born Bob encouraged Ev to go back to teaching because he said, "When I came home from work, Ev would smother me with attention and I am one who needs some space." Ev did return to

teaching on a part time basis but found that she was still trying to be the perfect wife, the perfect mother and also the perfect teacher. This struggle for inner freedom continues but as Ev explains, she "can see progress." One thing she had to give up was doing and thinking of everything at home as well as at work. "I used to have a long list of duties I had to think about like lunches, music lessons, cleaning, etc. Bob would just ring and say that he was going to be late. But if Iwas going to be late I would still see that the supper was precooked and that the lunches were made, etc. I felt I couldn't work outside if anything suffered inside. This goes back to my own upbringing. I wanted to make sure the kids had all I had missed out on in my childhood. When I was going to be late I would ask Bob to help me. He would always oblige but I would feel guilty for asking him for help. The kids are really obliging too but they need reminding. . . It's really my fault because I have done so much for them in the past. . . I have spoilt them and it is now time for me to back off." Family is very important to Ev and the evening meal is an important time for the family to be together. On the two evenings in the month that Ev has parent meetings she still manages to be home to prepare supper and to share in the meal with the family. Ev also emphasised that it was rare for her "to return to the school at weekends." The importance Ev places on the family eating together is evident in a remark Bob made to me recently. "It is only in the last two months that Ev has conceded that we need not all sit down to breakfast together." Again, this stems back to Ev's early childhood when she explained,"I can't ever remember my family sitting down together for the evening meal and eating together is important to me."

Lisa and Brent

Neither Lisa aged sixteen, nor Brent aged thirteen, have found Ev's working to be a problem for them. Lisa explained that they "have always had baby sitters". Lisa is proud of her mom as principal and Brent said that he is "happy with the way she is." I asked them what effect they thought their mom being a principal may have had upon them. Lisa

thought that perhaps she had "become more independent" because she loves to have the house to herself and "if mom didn't work" she "wouldn't have the chance as much." Brent said that Ev had taught him "lots of principles e.g. learning the consequences of (his) actions and two wrongs don't make a right."

Professional Background

Ev taught for one year after graduating from University. She then spent fifteen months at home with Lisa. For the next two years she taught part time. Brent was then born and Ev spent the following year at home. For the next two years Ev worked on a part time basis. The two years following this part time work, Ev taught full time. She then held a position as consultant for two years and was appointed assistant principal for two years. Ev was then granted one year sabbatical study leave when she undertook courses toward a Master's degree. After the sabbatical year Ev was appointed principal of an elementary school for three years and was then appointed principal of Padstow where she has been for two years. Ev has taught all levels within the elementary school.

Career

Unlike Wolcott's (1973) Ed Bell, Ev did not see herself as "a career principal" nor did she consider the principalship as a step to a higher position. When I questioned her on this subject she said that much depended on the type of position that became available but she did not see herself as being a principal for the rest of her professional life. Furthermore she had never spent longer than four years in any school. "I know when it is time to move on" she reflected. At a later time in the study, Ev mentioned that she "would like to be an associate superintendent one day." She also expressed aspirations "to write" but conceded that she and Bob "would need to make a lot more money" before she could do that and still live in a manner to which she had become accustomed. We also discussed Ev's view of her career and she explained that she had never really

planned it. Opportunities came her way and she had taken them. She thought that the nature of the work involved and its interest to her was more important than promotion. Being gregarious she also enjoyed the company of her fellow working companions. On another occasion we discussed the differences she thought existed between the married male and the married female view of career. She described the male view as "that of a ladder" with steps leading to promotion in order to gain seniority and higher salaries, "a rather lineal concept." The married male pursues this route because he is aware of his responsibilities to support his wife and family. "The married female on the other hand, not being the sole income earner, is in a privileged position," Ev reflected, "and tends to take whatever position appears of interest to her. She thus moves horizontally or even down a classification if the interest is there." Ev described this process "more like a wheel."

Habits

Ev smoked approximately seven cigarettes during the school day but did not like to talk about smoking and would not carry a packet of cigarettes across the hallway in the school in the event that a child might see her. She would smoke in the staff room out of the view of the children but she did not smoke in her office because she did not like the smell of smoke in the room or on her clothing. On many occasions when she had been drafting school bulletins or completing surveys she walked to the staff room to have a cigarette while she was writing. Ev "tried many times to give up smoking" and preferred "not to discuss the topic."

Ev also made a practice of trying to have her desk cleared every Friday afternoon. She did not frequent the school at weekends except in special circumstances, e.g., when she helped parents provide food to those who came to install the park equipment.

Mannerisms

When thinking or composing documents Ev tended to do one, many or all of the following: sit back and rock in her chair, gaze out the window, place her finger under her chin, rest her thumb nail on her top teeth, rub her thumb and third finger together, look at the floor, sigh and touch her eye lashes. When interacting with students or adults in conference Ev chose to sit near the person in one of the easy chairs at the front of her desk, she leant forward on her chair, nodded her head at appropriate times and sustained eye contact.

Interests

Both Ev and Bob like to play Bridge and they do so regularly with friends. Ev also enjoys a game of Trivial Pursuit with members of staff during recess. She successfully orchestrated a game of Charades at "the end of year party" for the staff. Ev loves music and loves to hear Lisa practising the piano in the evenings. She is very sociable and enjoys cooking, entertaining and visiting with friends and family. I asked Ev what she planned to do over the Spring break. She replied, (27/3: 1:55) "I am going to stay in my house coat on at least one of the days, listen to records, read a book and have a bubble bath." Ev also has an interest in astrology and has an extensive library in her home on the subject.

The Role of the Principal

(5/1 : 10:19) I asked Ev what she liked and disliked about being a principal. She replied, " I like the capacity I have to implement valuable programs. What I dislike is the distance I feel I must maintain between myself and the staff. It can be a very lonely job. I also like to move every three years or so. By then I am ready for a new challenge. However, I like to live in the one place." Ev's comment on the loneliness of the job led me to ask her a little later from whom she gained support in her role. (5/1 : 1:06) She named her

husband Bob, the assistant principal of Padstow, a male principal within the district with whom she and Bob played Bridge frequently and a female teacher friend with whom she had taught. I asked her whether she felt supported at all by her peer principals. She replied, "It is very hard to arrange to talk with principals of other schools. The time just doesn't seem to suit. I don't like going out to lunch socially unless I know the person well. Then it can be a real escape. But we just don't seem to be able to get a time that suits."

Ev's Perception of Her Leadership Style

During the course of the study Ev attended an inservice program given to principals within the district on "Assessing Leadership Style." When she returned to the school she shared her ratings with me. The instructions on the instrument stated, "Because your style can vary somewhat across situations, before you begin to select descriptors that are most or least like you, try to visualize yourself at school working with teachers." Ev circled the following descriptors which she felt best described her style: **influencing** as opposed to careful; **persuasive** as opposed to unassuming; **inspiring** as opposed to shy; **adaptable** as opposed to argumentative; **speak frankly** as opposed to inhibited; **attractive** as opposed to follower; **competitive** as opposed to delightful; **neighborly** as opposed to pious; **assertive** as opposed to satisfied; **decisive** as opposed to gregarious; **pleasant** as opposed to brash; **charming** as opposed to obstinate; **self reliant** as opposed to soft spoken; **diplomatic** as opposed to contented; **optimistic** as opposed to deferential; **cultured** as opposed to aggressive; **vivacious** as opposed to vigorous; **positive** as opposed to enduring; **willing** as opposed to eager; **admirable** as opposed to resigned; **disciplined** as opposed to animated; **receptive** as opposed to bold; **humorous** as opposed to compliant; **open-minded** as opposed to accommodating.

Ev's Philosophy

(12/1 : 11:17) Ev handed me this story and said, " This is one of my favorites."

> Once upon a time the animals decided they must do something heroic to meet the problems of a "New World", so they organized the school. They adopted an activity curriculum consisting of running, climbing, swimming and flying, and to make it easier to administer, all the animals took all subjects.
> The duck was excellent in swimming, better in fact than his instructor, and made passing grades in flying, but was very poor in running. Since he was slow in running, he had to stay after school, so nobody worried about that except the duck.
> The rabbit started at the top of the class in running but he had a nervous breakdown because of so much make-up in swimming.
> The squirrel was excellent in climbing until he developed frustration in flying class where his teacher made him start from the ground up instead of from the tree-top down. He also developed charley-horses from over exertion and got "C" in climbing and a "D" in running.
> The eagle was a problem child and was disciplined severely in climbing class because he beat all the others to the top of the tree, but insisted on using his own way to get there.
> At the end of the year, an abnormal eel that could swim exceedingly well, and also run, and fly a little had the highest average and was valedictorian.
> The prairie dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum.
> They apprenticed their child to a badger and later joined the ground-hogs and gophers to start a successful private school. (Anonymous)

Ev commented to me after I had read the story, "I believe the strengths of each child need to be recognized, appreciated and developed if at all possible. The last thing a child needs is to know how to do long division if dad is beating him up and there is no food in the fridge. I think the curriculum has to be tailored to each child."

The Ptarmigan Public School District

The Ptarmigan Public School District is located within the city of Ptarmigan which has a population of approximately 700,000. Under the terms of a Provincial School Act the operation of Ptarmigan schools rests with the Ptarmigan Public School Board. The board is composed of trustees who are elected every three years in city-wide elections. The superintendent of schools is responsible for carrying out policy passed by the board

in accordance with the Provincial School Act. The district is divided into areas, each area with an associate superintendent of schools.

Ptarmigan Public School District receives funding from two major sources. The Province provides two thirds of the district's operating funds, with the remainder coming from the portion of property taxes set aside for public education. Each school within the Ptarmigan Public School District is allocated an operational budget based on the number of pupils enrolled, the various school programs offered and school utilization. The principal and staff at each school are responsible for establishing priorities, major emphases and school organization. Principals are expected to reach decisions after collaboration with parents, staff and students.

In the year 1986 -1987 the priorities set by the board of trustees of the Ptarmigan Public School District were as follows:

(a) To improve student achievement and behaviour

(b) To improve the continuity in student courses of study and district programs

(c) To improve the physical, mental, and social well-being of students and staff

(d) To enhance employee effectiveness and satisfaction

(e) To increase community understanding of the importance of public education

(f) To reinforce the importance of the contribution of the home and community agencies as partners in the development of students

(g) To enhance the awareness of energy use, and to reduce the district's energy costs.

Padstow Elementary School

Padstow Elementary School is one of one hundred and thirty elementary schools within the Ptarmigan Public School District and is situated in a lower socio economic area of the city of Ptarmigan. At the time of the study three hundred and ten pupils attended the

school. Ev explained that "50% of the children live in subsidized housing with single or unemployed parents and 50% of the children live in families with steady incomes." The administrative staff consists of the principal, an assistant principal and a full time counsellor. Padstow has two half time teachers of kindergarten, twelve grade teachers, one learning resource teacher, two special education teachers, three teachers of extended French, one music teacher and two intern teachers. Six of the twenty one teachers on staff are male. The support staff consists of one secretary, three program aides, one co-ordinator of the volunteer program and two lunch room aides. Padstow also employs a head custodian and an assistant custodian.

Programs at Padstow

(a) Padstow offers an English education program for students from Kindergarten to Grade Six following the Provincial Department of Education curriculum.

(b) The Ukrainian Bilingual Program is also offered at Padstow Grade Two to Grade Six. In this program students receive the regular school curriculum with the additional advantage of acquiring some fluency in Ukrainian. The students work in a cultural setting and experience Ukrainian music, song, dance, crafts, customs and traditions.

(c) The Extended French Program is part of the regular school program in Grades 4 - 6. French is taught as a separate subject one hundred and fifty minutes per week and then extended into other subject areas for one hundred and fifty minutes. The students also partake of French Canadian cultural activities.

(d) Early Childhood Services for children of five years of age.

(e) The Learning Laboratory in which students have hands on experience with computers at least once during each week.

(f) The School Library Program

(g) The Extended Learning Program

(h) Special Programs for individual students who require more specialized assistance.

(i) Parent Volunteer Program includes such activities as absentee check, clerical assistance, library assistance, tutor or classroom assistance, computer assistance, parental displays and on call duty for special activities. Approximately one hundred volunteers participated in this program during the year of the study.

(j) English as a Second Language Program

(k) Academic Challenge Program for the gifted children

(l) French Immersion Program for Kindergarten

Extra Curricula Activities

The extra curricula activities offered at Padstow included intra-mural sports, newspaper club, swimming lessons, grade six camp, hat trick day, hamburger day, western day, air band/video day, pizza lunch and grade six school patrol picnic.

Special Events

Special events which took place at Padstow during the year of the study included: Get Acquainted Night, Remembrance Day Ceremony, Christmas Concert, Carol Singing, Kolach Making, School Picture Day, Community Pancake Breakfast, Grade One Pinata Party, Grade Six Camp, Volunteer Wind Up Party, Division One and Division Two Swim Days, Block Parent Presentations, Lung Association Presentation, Grade Six "Kids are People Too", Exchange letters with students in Peru, Grade Six Legislature Trip, Grade One Arbor Day Tree Planting, Ukrainian Student Choir Performance for Senior Citizens, Collection of Three Christmas Hampers and presents for needy families, Chinese Luncheon prepared by Grade Six, Grade Six Ukrainian Graduation Program, Banquet and Dance, Special Education Year End Picnic, Provincial Agriculture Nutrition Program, French Carnivale, Pysanky Making, Paska Making, Ukrainian Easter Breakfast, Ukrainian Christmas Dinner, Education Week Activities, Track and Field Days, Grade One Bannock Bake, Monthly General Assemblies and

Citizenship Awards, Gallery on Wheels, Energy Conservation Awareness Program, Golden Garbage Can Awards, Education Week Breakfast and Strawberries and Cream Afternoon Tea.

Padstow Parent Advisory Society

It was during Ev's administration that the local parent group was officially incorporated as the Padstow Parent Advisory Society. Ev described the purpose of this group in a brochure she sent to parents and interested residents of the community.

> Community-school liason is created through this group of which every Padstow parent and interested community resident are members. P.A.S. meets approximately once each month. The focus for these meetings is to discuss and exchange ideas regarding the school program and to provide an informal setting for parents to share in their child's education. The Parent Advisory Society also provides these services: Volunteer Program, Workroom, Library Computer Laboratory, Assisting in Classroom, Special Events/Fundraising and Absentee Check Program.

Community Use

Padstow School is open Monday through Friday evenings to accommodate various community user groups. It is also committed to establishing a communication and exchange network with community agencies. A school representative attends Council meetings. The following community groups and agencies hosted information displays at the school during the year of the study : Parks and Recreation; Boys and Girls Club; Cubs, Beavers, Scouts, Guides and Brownies; Provincial Natural Resources; Block Parents and Social Services. Ev explained, "Representation from nine community groups helped make Padstow's Education Week Open House a great success." Ev also stated, "One of our school priorities this year is to increase the number of shared school-community activities. We have the following things planned: visit senior citizen residences; students decorate grocery bags from local supermarkets; welcome for new families; community Pancake Breakfast and community-school Sports Day."

Student Achievement

Ev explained, "Students attending our school have a wide range of abilities with many of our students having difficulties progressing a full academic year during one school year. A major project we undertook this year was to develop a profile of each student's progress from September to June. The student profiles assist the classroom teacher to plan for instructional activities to meet individual student needs so that each child is progressing to the best of his/her ability. Student profiles are shared with parents at parent-teacher conferences and at various times throughout the year."

Attitude Survey Results

Every Spring the Ptarmigan Public School Board surveys a random sample of students on a number of items related to how students feel about certain aspects of their school (i.e., the fairness of the school marks, how interesting is the school work, the degree to which the students like the teachers and principal, how fairly misbehaviors are dealt with, etc.). Ev was delighted to report, "Our student results were extremely encouraging in that they were above the mean for district schools in almost every instance. Padstow students have a very positive attitude toward their school experiences."

Maintenance

I asked Ev to outline what maintenance projects had been undertaken during the year of the study. She reflected, "During the year of the study a school up-grading plan was developed and implemented by the staff. School equipment, furniture, and curriculum resources were up-graded according to a prioritized list. New curriculum resources were purchased for all grades in Art, Health, Science and Language Arts. Up-grading also included an office copier, bulletin boards, student desk trays, new spring roll

screen in the science room, lectern, library cushions, coil binder and big screen television. The exterior of the school was painted last year and game lines were painted on the tarmac playing area. The gymnasium floor is presently being replaced. Our Padstow School Parent Advisory Society is currently studying their involvement in the Neighbourhood Park Development Program as a means to up-grade the creative play-ground located between Padstow and St Agatha's." At the conclusion of the study the first stage of the Parks Project had been completed.

The School Budget

Each school within the Ptarmigan Public School District is allocated an operational budget based on the number of pupils enrolled, the various school programs offered and school utilization. The principal and staff at each school are responsible for establishing priorities, major emphases and school organization. Ev explained in a letter to the parents their involvement in this process.

> Your input in determining school goals is achieved through our discussion at monthly parent meetings and our Parent Budget Questionnaire. Students are also surveyed for input in identifying school goals. Our school goals for 1986-1987 : To improve student learning and to increase opportunities for a school and community partnership. Co-operation between the home, school and community will provide the most positive learning experiences for your child(ren).

Ev collaborated with staff, parents and students to formulate the following priorities for Padstow School for 1987 -1988:

(a) To reduce the school's energy costs

(b) To improve student learning (year 2 of 3)

(c) To improve the physical, mental and social well being of students

(d) To provide opportunities for a school and community partnership (year 2 of 3)

(e) To improve staff morale and job satisfaction (year 2 of 3)

Padstow Student Conduct Policy

Ev explained that when she was appointed to Padstow the discipline within the school "left much to be desired." One of her first priorities as principal at Padstow was to collaborate with the staff and parents in introducing a student conduct policy. When the study commenced this policy (Appendix 1) was already in effect. The manner in which Ev implemented this policy is presented under the theme of Empathizer.

School and Surroundings

Ev was very conscious of the school and its surroundings. During the year of the study a Professional Development Day was held to formulate a School Beautification Action Plan (Appendix 2). The effects of this plan were in evidence within days of the plan being formulated.

Ev's Office

On Ev's desk was a picture of her two children Lisa and Brent. Files to which Ev referred constantly stood on the far right of the desk. An in tray sat on the far left of the desk. Posters on the wall included the following: Everyday Thanksgiving; Each Day is a Beautiful Adventure; 99 Ways to Say Very Good; You're No Bunny Till Some Bunny Loves You; I Know I'm Somebody Cause God Don't Make Junk; Ptarmigan's School District Diagram of Governance. Throughout the study Ev added to the pinboards whatever cards and good wishes were given her. By the end of the year she had two cards from the school trustees and one from the associate superintendent; two cards from the assistant principal; one card from her daughter Lisa; a certificate from the Regional Council for Educational Administration and numerous cards made by the students and given to her for special things she had done for them and greetings for special celebrations.

Very early in the study Ev explained that she had only recently changed the position of her desk. She did this because she had her back to the window and she could not see who was looking in. She moved the desk so that she could open the drapes and could see out the window.

Position of Ev's Office

The position of Ev's office did not lend itself to teachers coming in and out. To enter Ev's office one had to pass through the main office and by the assistant principal's office. Ev was conscious of this and would spend time before school in the staff room so that staff did have access to her. She also made a conscious effort every day to have at least one cup of coffee and a cigarette in the room frequented by the support staff. The proximity of the assistant principal's office to Ev's office encouraged frequent communication between the assistant principal and Ev. Ev was also able to use her time efficiently because the secretary in the outer office screened all visitors and phone calls.

A Typical Day

Ev arrived at school at approximately 8:00 a.m. each morning and often had arranged an interview with a teacher or parent or had a meeting planned with a group of teachers at around 8:15 a.m. Ev usually had a cigarette and a cup of coffee in the staff room around 8:45 a.m. when many staff members congregated.

The day consisted of numerous short communications with people. These communications included face to face interactions, the use of the phone, and writing. In analysing one day in Evelyn's schedule, I found that Ev received seven phone calls, and made four phone calls, wrote six memos to individual staff members, wrote two letters, opened and processed five pieces of mail, left her desk and walked somewhere in the

building twenty-nine times, was involved in thirteen interactions dealing with matters of discipline, held one meeting with a staff group, spoke with: the custodian four times, the reading consultant five times, a parent twice, different staff members four times, the acting assistant principal six times, other peer principals twice, the associate superintendent twice, her own family four times, individual students (not including discipline interactions) five times, support staff twice, and the secretary seven times. These interactions lasted between one minute and fifty minutes. Most interactions however, were no longer than three minutes. At no point in this day was Ev at her desk writing or reading for any period longer than five minutes.

What follows is an account of a typical school day in Evelyn's life. I have included this account to give the reader a sense of how Evelyn related to those around her and what kinds of things she did in a typical day. The account gives the reader an idea of the number and type of interactions Ev experienced and also conveys a sense of the pace of life at Padstow school.

The Events of a Typical Day

8:58 a.m. Ev smiles and says to me "Good Morning! You missed my first meeting." Ev is holding a coffee mug and says to the secretary "Have you heard about Mrs Grimble?. . . (Mrs Grimble is a student's mother who died suddenly.) Kevin (Assistant principal acting as principal in another school within the district) has gone to represent us at the funeral."

9:00 a.m. I ask Ev her feelings about the meeting that morning. "We met at 8:10 a.m. There are a lot of frustrating areas. (She got up and closed the door to the office) I felt that if I had picked the committee myself I couldn't have picked better people for it. The

meeting just worked out so well. It is a really good group. We looked at both the positive and negative things that came up in the staff survey. Our next meeting is at 8:10 a.m.next Monday. If I had chosen these people I couldn't have chosen better. It is a very sensitive issue - I am trying to handle all the complaints and trying not to get them out of proportion. One of the issues is the school cleanliness - some chalk boards are not dusted every day. He is (the custodian) . . . I have to work out a way to tell him . . . very sensitive issue. . ."

9:05 a.m. Ev walks out of office and speaks to the secretary. Ev then turns to speak to a parent who has just arrived in the office. "How are you? . . . . . Oh so Tessie is a foster child and has been living with Mrs Grimble for years?"

9:07 a.m. A teacher comes into office and asks Ev whether she was aware that a parent is in hospital with cancer? Ev indicates that she does not know and then says, "Gee let me know. . . Perhaps she (the child under discussion) thinks that anyone who goes to hospital has cancer because her dad died in hospital of cancer."

9:12 a.m. Ev drinks coffee and reads opened mail which has been placed on her desk by the secretary.

9:15 a.m. A phone call from the reading specialist consultant Les, asking Ev to arrange an appointment with the teacher aide for 2:00 p.m to discuss a possible program for a child with learning difficulties. (The child had been referred by Ev previously and this was to be the follow up meeting to arrange the program of help.)

9:16 a.m. Ev walks out to the secretary and asks "Could you run this (a reminder to parents about times and dates for parent interviews) on half a sheet?" (The paper shortage

was discussed at the staff meeting I attended the previous week. One of the practical solutions suggested by the teachers was that notices could be reduced in size to half a sheet.)

9:17 a.m. Ev walks to find the teacher aide to arrange the meeting for the afternoon. She enters the classroom in which the teacher aide is working. The children continue working and do not look up or at Ev. As Ev passes a child, she touches the child gently on the shoulder. Ev arranges the meeting with the aide and then leaves the classroom.

9:23 a.m. Ev returns to her office and makes a phone call to the reading consultant to confirm the time of the meeting and to inform the consultant that the intended aide is away but that another aide will be present for the meeting.

9:25 a.m. Ev sits at her desk and writes a letter to a parent regarding a child's suspension, then walks out to the secretary and asks her to type it. Ev speaks with the custodian and inquires about the state of the gym after a group had used it. The custodian explains that a piece of property was found damaged after the gym had been used. He wasn't sure, however, whether the people who used the gym over the weekend were responsible or whether it had "been damaged on Friday evening just after school." Ev thanks the custodian and walks back to her office.

9:28 a.m. The acting assistant principal Vincent comes into Ev's office and says, "The boys were here this morning!" ("Boys" meaning police) Ev smiles and asks, "What happened?" Vincent replies, "The usual!" Both Vincent and Ev roll their eyes and Ev sighs. (I found out later that a child in grade four had been questioned by the police many times in recent months about stealing and vandalism.)

9:29 a.m. Ev makes a phone call to Kevin (assistant principal who is acting principal in another school) "Good Morning! Hi! (Ev smiles as she speaks.) What are you in the middle of? Oh! Did you make a decision about which one you are going to purchase? So Canon appears to be the preferred model is it? . . . Anyway the funeral at Park Memorial. . . I can't come but Jane and Ellen (two mothers from the school) will go . . . Will you go on your own? . . . I will talk to you later this week. I asked Amy (the secretary) about the funeral, she is Tessie's foster mother. . . Bye"

9:37 a.m. The custodian enters the office and asks about ordering crayons. Ev says, "We said two packs for the year right? O.K. so we are short. So (using calculator) my suggestion would be to order 40 boxes and don't worry about the other half till the second half of the year."

9:39 a.m. Ev continues to read the mail and sorts out what is to be directed to whom. (The door is left open and the secretary and custodian are talking.)

9:46 a.m. Phone call from her husband (Bob). "Hi, (smiles) you're bluffing! I had a discussion with Owen (the custodian) this morning about front wheel drives and he said that in a skid or on ice you are just going to keep going. (Drinks coffee) . . . alright. Bye!" Ev then explains that she is buying a new car. Her present one is ten years old.

9:49 a.m. Ev walks to the outer office and says firmly to the children sitting there "Very quiet please!" Ev then walks back into the office to explain to me the essence of the phone call to her husband. The custodian had explained to her earlier that morning the disadvantages of the front wheel drive car. She has her heart set on a front wheel drive and now she is having misgivings about it. "So now I am not sure which way to go!"

9:53 a.m. Ev goes to her file and takes out files and sits down at her desk and begins to peruse one file.

9:54 a.m. Ev gets up and walks back to the files. She then proceeds to walk out to the secretary. She speaks to the secretary about getting some typing done that afternoon. The secretary replies, "Joan (a volunteer parent) will be in this afternoon so it will be done then." Ev thanks the secretary and walks back to the office.

9:55 a.m. Ev sits back at her desk reading the mail. She gets up and goes out to the secretary and says in a frustrated tone, "You see all those things we spent all those hours putting in order of priority? Now we get a letter back from them (central office maintenance section) saying - 'What can we do for you next year?' We must not be getting anything for this year!" Ev sighs and returns to her office.

9:58 a.m. Ev signs certificates to be presented at the general assembly on Friday. Then the secretary comes in to tell Ev that she is going to the copy room. Ev gets up and walks to the outer office to attend to anyone who comes into the outer office in the secretary's absense.

10:00 a.m. Ev returns to her office and continues reading the mail and says "I hear a little cough! Must be a hint that someone wants something." She gets up and moves to the outer office. A child is there and asks for some "white out." Ev says gently, "You know what I would like you to do? Go to room x and see if Mrs. Brown has some."

10:02 a.m. Ev sits back at her desk and reads papers which have come from central office. I note the sayings around the wall of the office. "Everyday Thanksgiving" "Each Day is a Beautiful Adventure" "99 Ways to Say Very Good" "You're no bunny till

some bunny loves you!" "I know I'm somebody because God don't make junk!" and a diagram of the structure of the hierarchy of the school district .

10:12 a.m. While Ev walks to room x to have a cigarette. On the way she tells me about the experience of appointing an acting assistant principal. She says she found it "really traumatic." "I know I did what I felt to be the right thing but then I had to go around tending the wounded after I had announced my decision. I went home and said to my husband,"They can have the job!" (pause) "You know yourself, it is often a thankless task." During this break I asked her how she felt about leaving the school and working at central office a couple of days per week. She said that she was finding it "O.K." but that "there were always things to do" on her return. "Last week it was hectic! We had our School Assembly and Halloween. . . I like to be available and when you are away you cannot be."

10:45 a.m. Children are waiting after recess to tell Ev about some trouble on the playground. Ev speaks quietly to the children. Ev then sends for the child in question. She arranges that I move into her chair behind her desk so that she can sit with the child. The child enters the office. "Tell me what happened at recess time?" The child tells the story and is breathing quickly. The child does not look at Ev. Ev looks straight at the child and asks, "Walter, what did Mr. Punch say? Where was Gordon hitting you? (I was told later that this child has some serious defect and can be seriously injured if hit. That was the reason for this question.) What should you have done about this Walter? I am going to speak to Gordon. I want you to think about what you could have done to have prevented this. Think about that. (pause) What have I been telling you for the last two years, Walter? If someone has done you a wrong what do you do? Yes, tell the teacher but do not hit back because then you are also in the wrong. Now tell me what you could have done differently? (Child answers.) I am now going to talk to Gordon.

Do you feel alright? O.K. go back to class now." Ev places her hand on the child's shoulder and the child leaves the office.

10:53 a.m. Phone call from a person with some concern about a program being conducted within the school. Ev asks, "Do you have students in the school? You don't? um um (rocking in chair) . . the bussing is offered through . . . I'm not sure we have a student using that bus this year. . um um um um (scribbles with pencil) um um um um well. . . I'm feeling that I can't help you very much. I don't have that information handy right now (scribbling with pencil on pad). What I recommend you do is contact . . . and and ask someone who could clarify these issues for you and then I would be most happy to talk with you again." Ev explains the school's program and then says, "Since our program is school based we do not combine with other groups as others may do in the community." Ev then finds a name and number in the phone book and gives them to the caller. Ev finalizes the conversation by saying pleasantly, "You're quite welcome."

11:03 a.m. Bob, Ev's husband, arrives to speak with her. I leave the office so that the two can talk privately.

11:13 a.m. Ev calls Gordon into her office. Ev says calmly, "Tell me what you know about the incident, Gordon. Who was there? What happened?" Gordon immediately begins to excuse himself and blame others. Ev says firmly but gently, "Gordon, listen to my questions please. What kind of fight was it? You punched him twice? Who was there and saw everything besides you and Walter? What's this business about. . . ? Have you had a behavior plan this year? So this is the second fighting incident is it? It is almost lunch time so I will have to get back to you this afternoon." Ev escorts the child to the door with her hand on his shoulder.

11:16 a.m. Ev asks Vincent (acting assistant principal) to arrange for some children to come down to see her.

11:17 a.m. Ev's son phones her to ask her to help him solve a Math problem. (He is at home for lunch.) Ev asks, "What question? Have you done any? You mean from times X? Read me the whole question Brent. (Child she requested walks into the office. Ev says to child, "John, could you wait on the seat for a minute?") Read the rest of it. What is the third number? How do you find the sum of the first two? Brent, put X plus . . . Right? . . . What did you get?. . . What part of the fraction?. . . So?. . . Yes! . . . I have to go now but phone me back after lunch and let me know how you are going. Bye"

11:22 a.m. Ev questions John. "So Gordon punched Walter and Walter punched Gordon and they wrestled on the ground? Are you sure? Thank you John you may go back to class now."

11:23 a.m. Ev exclaims, "O Lord! I'll check the clock and see if I can deal with a little more before lunch."

11:25 a.m. Ev checks clock and then calls the children over the intercom. "May I see Gordon Bough and Walter Berry, please?"

11:26 a.m. The boys enter. Ev says, "I want you two boys to go out there and sit on the couch and figure out the one story. (Ev takes the boys out to the chosen spot.) Sit out here where no one can hear you and if you don't figure it out before lunch then come back after lunch. I want you both to be ready to tell me what really happened. O. K.?"

11:30 a.m. Phone call from Maxine (the co ordinator of a professional development course held the previous month.) "Maxine, hi! Fine! Right! Right! Certainly will do that! Just on white paper? Yes! O.K.! Did you get . . ? I also paid the registration fee. I sent my hotel receipt. O.K. Thanks, Maxine Bye!"

11:32 a.m. Ev listens to the story from Walter. "What was your part, Walter? What was your part, Gordon? I am wondering what the real story is. After lunch you guys come back to the office."

11:35 a.m. While sitting in room x having a cigarette a child stands at the door. Ev asks gently, "What do you want me to do?" She goes and does what the child requests which was to find another child's teacher.

11:45 a.m. Phone call from Noel. (A principal in the area who formed part of a committee of three to plan with the Associate Superintendent an inservice day for the principals of the region.) Ev says, "Would it be possible to split this list for a second visitation round? There is so much here. You could go to one from 1 till 2 and then another from 2:30 to 3:30. If we had twelve to fifteen principals it certainly is a manageable concept. I'm not sure about curriculum related areas . . . I am not sure how they will be attended by principals. You actually have sixteen schools . . . O K it looks good! Oh my goodness, no! Oh my goodness! Sounds good! Good! O.K. Noel. Good luck! Bye!"

12:00 p.m. Ev meets with Division 1 teachers to discuss the student profiles. Ev stands up to show a transparency. She begins to explain the student profile to the six teachers present. "Amos, I am going to have to ask you questions here. What does V C T mean?" Amos responds. . . . . Ev asks, "What's the T score again?. . . . . If we only

have the T score, could we use the T score as a bench mark?" . . . . Ev explains the profile very slowly. . . . Then asks, "What are your thoughts on that?" . . . A teacher asks a question and Ev responds, "Basically, did he make progress and how much progress?" Ev then sits down and further discussion takes place. Ev then says, "Oh I didn't know that! Oh! Ah! Ah! . . . Did you not say that 4, 5 or 6 is the average range?. . . Up at the top, how do we read that Amos, please? . . . I certainly feel a lot more comfortable about how to use it now. . . . If the copies haven't already started to be run I can certainly provide 320 sheets of white paper. (This is a reference to the paper used already. This issue was raised at the previous staff meeting) . . In answer to a teacher's question Ev says, "I would show a copy to the parent without the I Q score." Meeting concluded at 12:45 p.m.

12:47 p.m. On the way back to the office I ask Ev to reflect on how the meeting went. She says, "He at least is talking to me now!" (Amos was one of the offended teachers whose wounds Ev tried to heal after her decision of appointing Vincent as acting assistant principal.)

1:03 p.m. Ev takes the two boys into the office. "You still need to figure out what happened this morning." Ev sends the boys out again to get the story right. Ev then says to me, "I realize that discipline is important but usually too much time is spent in proportion to the benefits I see." She then explains that when she first came to the school the first thing she and the staff worked on was the discipline policy. This took six weeks of staff involvement and even then Ev sensed that the process may have been too rushed because as she says, "It will only work when all can see the benefits and work together." She then gave an example of children running in the corridor. "All teachers have to be consistent otherwise it makes it very difficult for those who are trying to enforce the accepted approach."

1:08 p.m. The boys return to the office again to get the story straight. Again there seems to be disagreement. Ev says to Gordon, "I am interested in your part in the fighting . . . So he was actually defending himself? . . . I am a little concerned Gordon. . . Ev then gives the story back to the boys as she has heard it. "Do you remember what you could have done, Walter? I am expecting you to choose wisely, Walter." Walter is then dismissed and Ev explains to Gordon why he has been kept in the office. The boy has already had one behavior plan and it appears that he has taken the initiative in this incident. Ev says, "I am going to ask you to fill out a plan and I will come and check it in a few minutes. Do you have a pencil? I want you to say, "Two other boys got into a disagreement and I got involved by punching and fighting. You have already had one behavior plan and if you get three do you know what will happen?" The child answers "Yes, I will be suspended."

1:13 p.m. Vincent (acting Assistant Principal) speaks with Ev. "The lunch room is dirty and I have spoken to Owen (the custodian)." He also reported that," central office maintenance officers have phoned about the gym." I asked Ev about the gym. Ev said, "I feel really inadequate, when it comes to me . . . the gym looks fine, but apparently it was not done well and now they have had to repaint the floor. . . It's just that we're caught in the middle here. . . I feel frustrated at the fact that the workers on the gym floor left it so long to start and now they have inconvenienced the staff because the floor could not be used throughout October."

1:21 p.m. Ev says to Gordon with the completed behavior plan, "Tomorrow morning, thank you, Gordon"

1:22 p.m. The secretary asks Ev whether she put some forms into the teachers' mail boxes and Ev says, "No, I am just wondering whether we should wait until after the meeting so that the teachers don't do something that we can't undo."

1:24 p.m. Ev meets the ladies back from the funeral. "Is there a husband? . . . Where did I get the idea that the social workers had removed Tessie from the home?. . . Was she?. . . You sat with Kevin? . . . Oh good!. . . Thanks!"

1:27 p.m. Ev sits at her desk and works on the calendar for November.

1:29 p.m. A teacher comes in to ask about the stanines. . . The teacher explains what she is doing. Ev says, "I need to clarify something . . . you said 4 . . . My view is like yours. . . What is the difference between outstanding or commendable? I have no difficulty in giving commendable for effort. I think it is important that you be satisfied that the child has been challenged and is doing commendably. But for the grade scale . . . let's look here. . . You had a copy of this? O.K. you are giving A B C D E so. . . I know that some teachers don't give outstanding at the beginning of the year because the child should then be outstanding all the way through." Teacher thanks Ev and then departs.

1:36 p.m. Phone call from a parent complaining that children in the school have head lice.

1:38 p.m. Ev reads central office mail and distributes the mail to appropriate boxes.

1:49 p.m. Ev has a cigarette and composes a letter to a parent about the head lice. Ev returns to the office and asks the secretary, "How come the kids are at school and they have lice?" She then picks up a child's written response (a behavior plan) and says to

me, "Isn't that cute?" She was referring to the manner in which the child had constructed his sentences.

1:57 p.m. Les, the reading consultant, arrives for the appointment with the aide. Ev takes Les down to the appropriate room.

2:05 p.m. Reading at her desk.

2:06 p.m. Makes a phone call to Alex (a principal on the regional inservice committee). "Alex, the evaluation forms came today. Am I going to do something about getting these out to the principals or to Ted? (Associate Superintendent) . . . Let's give him a chance to remember it on his own. . . I'll wait until I hear from Ted and I will bring them to the meeting . . . Bye!"

2:15 p.m. I ask Ev what files are kept in the cabinet behind her desk and what files are kept in the outer office. She says, "That's a good question." She then explains the content of each filing cabinet.

2:17 p.m. Ev writes things on the calendar on the desk. She then composes a letter to go out to the parents about the head lice.

2:18 p.m. The custodian calls in, having arrived back from the doctor. Ev asks jokingly, "Where have you been?" They laugh together.

2:20 p.m. Ev plays trivial pursuit and has coffee and a cigarette in the smokers' coffee room.

2:39 p.m. The secretary speaks to Ev about the lice problem. Ev has the secretary ring the Health Department about the pupils with lice.

2:41 p.m. Ev phones Kevin (assistant principal acting as principal in another school) and discusses the funeral. Ev suggests that it is a good idea for Tessie to come back to the school. "It would be somewhere she knows." . . . "I must mention to Rex (Tessie's teacher) that she will be coming back tomorrow." Ev walks to the outer office and says to some children sitting there, " I don't want to hear a single sound boys. You are not in this group are you Cathy? Would you please sit outside?" Ev picks up a school bag and gives it to a child to give to its owner.

2:52 p.m. Ev speaks to Vincent (acting assistant principal) about the children and the noise.

2:54 p.m. Ev returns to her inner office and writes to Rex (Tessie's teacher).

2:55 p.m. Ev goes back to the outer office and places the memo in Rex's box.

2:56 p.m. I ask Ev to reflect with me on the discipline incident that day. What did you feel when you were confronted with the problem? "Disappointment because Walter is in Grade 6 and should have better coping strategies by now. He has a kidney problem and my first thought was, "Oh dear! Was it serious contact? I also realise that Walter has a very hard time establishing open relationships. Mum also worries a lot and I was concerned that he may have been injured. . . Disciplining takes so much of your time which you don't mind if they have learnt by it. . . At this school the Administration shares the discipline and I felt glad that I was here to handle it. During the process I knew it was critical for me to find out the one story. It felt risky to send them away and I

was relieved when they had a story. Knowing those kids I thought the resolution of the problem was a satisfactory one. I do have one reservation though that it may happen again . . . If this happened again I would follow the same behavior plan."

I also asked Ev if my presence had any effect on other members of staff. She said that she thought that Owen (the custodian) and Vincent (the acting assistant principal) were not coming into her office as much, however she thought "that will improve." She also told me that she had changed the position of her desk recently. She did not like her back to the window with the light on and the drapes open so she moved the desk so that she would feel more free to open the drapes and see out.

3:10 p.m. Ev spoke with Les (the consultant) about the child and his problem. Ev says, "Did we talk about someone to look into the hygiene?. . . Do you have an idea of how all this will be followed up and monitored? . . . . Good! . . . . " When asked by the consultant of any other known problem children Ev says, " I don't feel that information is as close to me as it used to be when I was not involved downtown but I haven't had any other complaints from teachers about special cases." I ask Ev how she feels about not knowing the children as well as she once did now that she is working at central office each week. She says, "I thought about it before I decided to take the position downtown and I decided that nothing of great importance would suffer. I would never have taken the position if I thought that something of importance would slip. When I said that to Les, I was simply stating the reason for my not being so knowledgeable. I have no regrets."

3:15 p.m. I ask Ev how she perceives the consultant's role. Ev responds, "They are there to be of service. I felt today's meeting went very well. It was a follow up on a previous meeting. . . We usually spend the first part of the meeting talking about children

and the latter part of the conversation is spent catching up on social news. . . Les is a nice person."

3:40 p.m. Ev shows me the new stationery for the school. She says, "I am sending this to Ted (associate superintendent). I am a bit disappointed with the colours - this should be more blue and this should be more red."

3:42 p.m. I ask Ev how she feels about my presence when she is interrogating the children. She says, "I really don't think about you much at all but that is because I know you. It would be different if I didn't know you." She then asks me how I feel about shadowing her. I tell her I feel most uncomfortable. She answers, "I feel for you because you obviously feel worse about today than I do!"

4:00 p.m. Ev leaves the school to go home.

Reflections

This account reveals many things about Evelyn's perspective.

(a) She enjoys supportive friendships with Owen, (the custodian), Vincent, (the acting assistant principal), and Kevin (the assistant principal).

(b) She has taken very seriously the responses on the staff survey and is endeavouring to meet their requests.

(c) She has seconded the expertise of the consultant to help children with special difficulties.

(d) She considers herself part of the staff in cutting down on the use of paper in order to save funds.

(e) She expresses a certain vulnerability and inadequacy regarding the maintenance of the school building.

(f) She enjoys an acceptance by both staff and students as she walks in and out of classrooms.

(g) She is approachable and attentive to every interruption to which she is exposed throughout the day.

(h) She displays a certain frustration with the bureaucracy at the central office regarding the maintenance priorities she had submitted and the reply she received back from them.

(i) Room x houses the support staff and she considers relaxing and communicating with them as important as relaxing with her teaching staff.

(j) She is aware of the loneliness of the job, "You know yourself, it is often a thankless task."

(k) Her philosophy of child centeredness is evident in her care and interest in the children sent to her throughout the day.

(l) Family is important to her. In this one day she enjoys a visit from her husband and her son phones her for help with a Math problem during the lunch hour.

(m) She enjoys interacting with peer principals within the district and is involved with these principals in planning professional activities for the district.

(n) She displays a sensitive and accommodating attitude towards the associate superintendent, "Let's give him a chance to remember it on his own . . . I'll wait until I hear from Ted."

(o) She feels comfortable to admit that she needs clarification from the specialists on her staff regarding the stanines to be used in evaluating the children's performance.

(p) She demonstrates her teaching skills with so many with whom she interacts throughout the day i.e., her own son, the students and their behavior problems, and the staff in their learning of new approaches toward student evaluation.

(q) Ev remains calm, pleasant and approachable throughout the school day. Smoking appears to be her tension releaser.

Introduction to the Roles

In this next section of the presentation of the data I introduce the roles which Evelyn portrayed consistently and which emerged across the thirty-four categories as the study progressed. These roles numbered eight in all, namely, enabler, empathizer, challenger, advocate, collaborator, image maker, loyalist and tactician. To gain access to the data for these roles across the thirty-four categories I designated a color for each characteristic. Enabler - red, empathizer - black, challenger - blue, advocate - pink, collaborator - green, image maker - purple, loyalist - yellow and tactician - orange. The cards became masses of color. It was from the color coded segments of data that I was able to provide evidence of these eight characteristics of Evelyn's performance.

Enabler

The first administrative role which emerged from the data was Ev's ability to recognize the potential of the other and to call it forth. I noticed she did this consistently with all kinds of people within the school environment. It was this talent which led me to call her "Evelyn Green." "Evelyn" being a derivation of "Eve" the mother of life and green symbolising growth and development. She was able to touch life and promote it. The term enabler for the purpose of this study is defined as one who is able to recognize the potential of another, alert the other of this potential, invite the other to explore new avenues in which this potential might be realized and support the other in whatever action he/she decides to undertake to utilize this newly discovered potential. Ev demonstrated her ability as an enabler when interacting with the custodian, the acting assistant principal, the assistant principal and the teachers.

The Custodian

When I arrived at the school to commence the study I observed that the custodian was involved in extra projects not directly related to cleaning and maintaining the school premises. I asked Ev to clarify the role of the custodian for me and she explained that the custodian had been at the school for nine years and though he did the specified job he did not find it challenging enough. She and the custodian had "worked out a role" which proved more satisfying for him. However, Ev was also aware of some staff members' dissatisfaction with the level of cleanliness within the school. After a staff morale meeting in which teachers complained that "some chalkboards were not dusted every day" Ev said, "I have to work out a way to tell him. It is a very sensitive issue." (4/11: 8:50) A little later the same day I asked Ev to tell me her feelings about the custodian. She replied, "I have encouraged him to find more suitable employment. He is too talented to stay in this job."

A few weeks later when Ev and the custodian were involved in writing a proposal for a park development project Ev asked the custodian, "Wasn't November 8 an important day for you?" The custodian replied, "Didn't you read yesterday's newspaper? They have put a freeze on all public service jobs so I may not even get an interview but I am not giving up hope." (19/11:9:07). The following day I had a chance to ask Ev the background to this aside and she explained, "I know he is better suited to something else. He is very talented and cleaning schools is not really appropriate to him. So he has been looking around for something which is more interesting and challenging. I was instrumental in getting Owen considered for this new job by writing a letter of reference and making three or four phone calls." (20/11: 1:30)

On December 2 Ev told me that the custodian had been accepted for a more challenging position and that she now had to advertise for another custodian. The custodian also

approached me to tell me that he had found a new position. He was very excited about the change and the challenge it would afford him. Ev reflected with me later, "I knew he was better suited to something else. He is vey talented and cleaning schools is simply not appropriate to him. You see, if he changes jobs then I can get a better custodian and we are all better off."

The Assistant Principal

When I arrived at the school to commence the study the assistant principal was not present. He had been appointed acting principal for one month to another school within the district. This appointment was due in part to Ev's recommendation. The assistant principal had spent the previous year working with Ev and Ev felt that he had the necessary expertise to become a school principal and hence had recommended him for the position to her associate superintendent.

I noticed Ev spoke well of the assistant principal to the associate superintendent whenever the opportunity arose. Speaking about the assistant's term as acting principal Ev said to the associate, " Kevin is doing a super job." (5/11:10:45) Whenever personnel within the district were invited to apply for leadership positions Ev encouraged the assistant principal to do so. When I questioned Ev on her attitude towards the assistant's possible promotion she said, "He's ready, I couldn't hold him back." (10/12:1:40) Ev and the assistant "worked very well together" as many staff members told me and I saw a selflessness in Ev's attitude towards the assistant's promotion.

The Acting Assistant Principal

When the assistant principal was appointed acting principal of a school within the district Ev appointed an acting assistant for Padstow. I asked Ev why she chose Vince

as acting assistant and she replied, "He communicates well and gets along well with the children, staff and parents. He shows initiative. He'll see something to be done and he'll do it. If I am away Vince deals with whatever happens." (20/11:11:20)

At the completion of the temporary appointment of acting assistant Ev wrote to inform the associate superintendent of Vince's excellent performance in the role of acting assistant principal. (24/11:11:00) She also gave a copy of the letter to Vincent.

When personnel within the district were invited to apply for leadership positions Ev encouraged both the assistant and the acting assistant to apply. Both applicants asked Ev to peruse and edit their application documents. Ev asked Vince questions regarding his application (9/1:9:16).

> O.K. In your resume do you specifically say what you can do? Do you talk about making presentations to groups? . . You can resolve conflicts with students. . . . You can organize swimming programs. . . It's what you can do that people want to know. . . I think it is important to say that.

Later that same day Ev edited Vince's 'candidacy statement' and included evidence of Vince's demonstrated leadership skills within the school, the district and the community. Three days later Vince hands Ev his corrected copy of the application and asked Ev for further comments. Again Ev spent time on the document and offered support and encouragement to the acting assistant in his attempt to gain promotion.

Teachers

The Grade Four teacher demonstrated a talent and interest in art. He asked Ev could he visit schools in which he had heard that art was being taught well. (4/2:9:44) Ev encouraged him in this endeavour even though it was at cost to the school. The teacher also took upon himself to organize a school art show and Ev gave him every encouragement. (24/2:11:20)

The Grade Five teacher announced to Ev that she thought she would take a year from teaching to study Law at the University. (26/1:1:18) Ev again encouraged the teacher's initiative and supported her application for leave even though she knew she was losing a very good teacher from her staff.

In all these examples Ev demonstrated her enabling qualities. She consistently recognized the potential of the person and supported and encouraged the person's endeavours towards personal and professional growth.

Empathizer

The role of empathizer is another administrative skill which Ev demonstrated consistently over the period of the study. The term empathizer for the purpose of this study is defined as one who seeks to understand another's situation and motivation for action and then challenges the other to make informed choices about future behaviour. Ev demonstrated this quality when dealing with student discipline. Ev believes that "this is her strongest point." and she spends a great deal of time each day empathizing with students and giving them counsel. I did not observe one instance in which Ev displayed any anger at children who were sent to her office for some misbehaviour. A typical first question she would ask the child was, "Are you ready to talk to me now or would you like a few minutes to calm down?" Ev allowed me the privilege of reading some of her writings concerning her early childhood memories and I believe that her empathetic style may indeed stem from her early experiences. She writes,

> The neighbours lived in a pathetically decrepid house, square shaped and flat roofed - all of these features distinguishing it from the gabled, two-storey 'war time' houses that characterized the street. Their two children Ronnie and Roberta were much older than my sister and I . . . Ronnie I believe was a troublesome boy and somewhat of an

> embarassment to his parents and the adults on the block. He was borderline I Q, retarded, a school drop out at sixteen, had a propensity to lighting fires, shoplifting and eyeing girls. There was a small wood hut-type building in the backyard where Ronnie spent most of his time. I don't know if he sought refuge there from the hurtful teasing of the street children and the embarassed stares of the street adults, or if he was told to go there by his parents when they had company . . . Whatever the case, Ronnie sought shelter in his hut and I can recall making tentative visits to the hut. Ronnie would be bending rusty nails with pliers into twisted skeletal shapes and would let me watch. Other times, he would painstakingly collect dry, brittle grass, scraps of cloth or cotton and arrange these items carefully in some small metal container. He was able to make the contents of the container smolder and flicker for the longest time, all the time gently prodding the smoky mass and talking. Again he would let me watch. I truly loved the smell of Ronnie's hut and occasionally now, I have entered some garage or smelled the newly fallowed earth after a summer rain, and remember a love from somewhere for that earthy raw scent. I believe my mother and others whispered to me to stay away from Ronnie, but I had a lot of time when my parents were socially engaged and my visits to the hut were one form of childhood pastime I remember. Perhaps there's more to Ronnie and myself, I don't know. I have always felt a great tenderness and curiosity toward the 'outcast' type and a driving need to understand how they perceive their situations.

I asked Ev to reflect aloud (5/1 10:19) with me what went through her mind when she saw a child waiting for her in the office. She replied, "I hear myself asking, What makes this kid tick? and What has happened in this child's life lately which could cause him/her to behave like this? There's always a reason! It is something I always did when I taught. When I was assistant principal my desk faced the desk of the principal. He would rant and rave and I knew that that just wasn't my style. I knew I would have to find my own style. I really learnt what not to do. What really blows my mind is when other children send them! " She then added laughingly, "Mind you, I am much less objective with my own children."

Michael

A teacher sends for Ev to speak to a child who refuses to co-operate in the Math class. Ev walks to the classroom to collect the child and when she has walked him back to the office she says to the child, "I want to talk to you in about five minutes. O.K?" Ev

explained as we walked into the office together that she did this to allow the child to "cool off." (18/11: 11:08) The child "is on medication and on some days he forgets to take it and he is not rational enough to listen to reason." The teacher called Ev because this child is one of five special children Ev has adopted for the year. The school counsellor also has five and the assistant principal has five. These fifteen children are considered to be the most behaviorally disturbed. The progress of each child is monitored carefully. Some children improve and are taken out of the program and others put in their place. The child is also on a behaviour plan which means that his behaviour is monitored at every lesson. A number of ticks and he is rewarded. A number of crosses and he is given a chair. This means that he has had to be taken away from the mainstream of the class for a certain period of time. Two or more chairs means that he has to go to bed earlier than his usual bedtime. The hour depends on the number of chairs he has received that day.

Six minutes later Ev walks out to the child and asks, "Do you want to talk to me about the Math class?" The child nods his head meaning "yes". Ev leads the child into the office and they sit opposite one another in easy chairs. Ev asks, "Why don't you like Math?" The child answers, "I don't like the teacher." Ev replies, "You've shown us you don't like the class in the wrong way Michael. There is only one way to get out of that extra math class and that is when you can show us that you don't need help any more. . . May I have a look at your book please, Michael? Michael, it is not worth two chairs! What time do you go to bed tonight? Six o'clock? Michael it just isn't worth it!"

One week later Michael is at the office again. "When did you do this work Michael?" Ev asked. You haven't done anything since November 4? You have been going to bed early every night? And that is going to happen again today! So you decided that you are not going to do anything in Math? Well, Michael, I must do some very serious

thinking about this since you have decided." Ev leads the child to a chair in the outer office. I ask Ev, "What are you going to do?" Ev replied, "I don't know, I suppose I should put him out of his misery. I'll have a talk to Clare (his teacher) about him. She gets on well with him."

On another occasion an intern teacher buzzed Ev through the intercom about Michael's behavior in class. Ev asked him to come to the office. When Michael arrived Ev asked, "Do you need to cool down before we talk? . . . Well then I'll choose. I'd like you to sit out there for five minutes with your books." This occurred late in the afternoon and Ev did not speak with Michael again. She simply let him go back to the classroom at dismissal time. I asked Ev why she had done that and she replied,"I deliberately let him go because I could tell that he had not had his medication today." (2/12:2:46)

(2/2:11:27) Michael is sent to Ev by a substitute teacher. Ev looks at Michael and lets him sit in the outer office. At 11:37 Ev says to the child, "Michael you can go home. It is lunch time and I will talk to you later." Ev then says to me, "He's really hyper today, I can see by the look of him!"
Ev was so concerned about Michael's condition that she had special consultants looking into his case regularly. Not long after these incidents Michael was placed in an institutional setting where his medication could be monitored for the remainder of the school year.

The Toque

(10/12: 2:48) John reports to Ev that his "toque has been thrown way down the other end of the playing field." Ev speaks, "Tell me about the toque John. . . . Why was Barry 's problem your problem John? O.K. Can you be polite and listen to Barry's story? O.K. Barry. Barry I am not very far away, you don't have to speak in such a loud voice. . . . I find this all the time. . . There are two people at fault here. What

could you have done, John, to prevent this problem from happening? Do you see you are partly at fault? What could you do, John, to fix the problem? Is the toque still out there John? First of all do you want to fix this problem up John? This is what I suggest, sit on seat together and decide the best way to get the toque back. I'll show you where I would like you to sit to talk about it." The boys begin to talk loudly and to argue. Ev says to me, "They should have cooled off first I think." Ev walks to where the boys are sitting and asks, "Do you need to cool off by yourselves? . . . Well do you want to fix things up? . . . Well there are three alternatives, you go John, Barry goes or you both go to pick the toque up. . . Do you need more time? . . . How can that toque get back into the school?" The boys decide to draw numbers. Ev says, "Good luck boys."

(10/12: 3:10) Ev walks back to the boys and says, "Boys I'm disappointed. You tried numbers and that did not work. . . O.K. You need three pieces of paper, John, Bradley, and John and Bradley. . . It shouldn't take two grade five children a half an hour to collect a toque." Ev puts the three pieces of paper into a container. . . No, no we can't waste anymore time. . . John your name came out so you go. . . John still refused. Ev said, you have wasted enough time already. What would be a way of getting that toque back so that you both feel O.K. about it? . . . O.K. you both go!"

Tim and Breakfast

(3/12:9:37) The school counsellor enters Ev's office to explain that he had just phoned a parent to enquire why her son was not at school and the parent became very angry. The school counsellor tells Ev that the child has missed many days. Ev then tells the cousellor that the parent had just phoned her. Ev asks, "Where did Tim go for Kindergarten? . . . I wonder if there is something in his cum card last year about his absenses? . . . His last name is . . . and he is in Grade Two isn't he? . . . Is there a

father? . . . Does the cum card list older brothers or sisters? . . . There is nothing here about him being an asthmatic . . . Do you think we might be reaching the stage of referral?"

Ev then walks to the intercom and asks Tim to come to her office. Tim enters the office and Ev points to a chair. They both sit facing each other. Ev says, "It looks as if we are having a bit of a problem Tim . . . Why are you missing so much school?" Tim answers, "Sometimes I'm sick." Ev asks, "When was the last time you went to a doctor? . . . Do you have a problem breathing? . . What time do you go to bed at night? . . . Two times each month you have been throwing up have you? What happened this morning?" If you woke up at 7 a.m. how come you didn't get breakfast? You are afraid of your brother are you? Did you miss school at Oxley last year? Same as this year was it? Tim explains that his big brother bullies him and won't let him have any breakfast so Tim stays in his bedroom until his brother leaves but often his brother doesn't leave the house and he is too afraid to leave his bedroom. Ev asks, "How often does this happen Tim? . . . Does your mum know that you are afraid of your brother? . . . Does you mum work? . . . Is your brother at home now? Is there any food in the house Tim? . . . What did you have for supper? . . . What will you make yourself at home today? Is your mum gone most lunch times? . . . Well I think I can find some food for you. . . Ev leaves the office and makes a sandwich for Tim and brings the sandwich and a glass of milk for him to eat and drink. Later that same day Ev discusses the possibility of Tim's referral to a social worker who will investigate the home situation.

A month later Tim is in the office again. (20/1 : 12:40) "Tim tell me what happened. . . Tim take a couple of deep breaths, (hands Tim a tissue) now big breaths so I can hear you . . . Tell me who got after you? . . . So that was yesterday? . . . When you were

going to school this afternoon? . . . Well Joe did you get someone to go after Tim? . . . What if that kid was just saying that? . . . Have you a friend at the Boys and Girls club? . . . Why do you go to the Boys and Girls club? . . . Why don't you tell him to come call on you on your way? . . . Did you tell your mother about this big boy who fights you? . . . Punching you in the arms? . . . Have you got three uncles who go to school and one who stays home and makes models? . . . Joe are you mad at Tim? . . . Why did he punch you? . . . Did you cry? . . . Tim said you were swearing at him. . . . Has Tim bothered you before? . . . You know it makes people pretty mad when you swear at them, Joe. Is it a kind thing to do? . . . What is one way to hurt somebody? . . . Their body? . . . Yes but also . . . That's right Joe, their feelings. Tim hurt your body. . . You hurt Tim's feelings. . . How are you boys going to sort this out?. . . O. K. apologise to one another. . . Look him in the eye and say you are sorry. . . You both need to be friends and you want to be friends don't you? . . . You don't need enemies do you? . . . Joe who do you walk to school with? . . . Maybe you could both walk to school together. . . You could then be good friends. . . O. K. You guys need to get back to class. Your teachers will wonder where you are."

Urinating on the School Wall

A group of Grade Five boys are sent to Ev for urinating on the school wall after dismissal on Friday afternoon. (12/1:8:50) Early the following Monday morning Ev questions the child (Lisa) who reported the incident. . . "Lisa, how far away were you? Were you in class before 3:30 when the boys asked to go to the washroom?. . . One of them asked could they go to the washroom? . . . Is that all you could remember about that?" Ev smiles and says,"Thanks!" Ev then speaks to the assistant principal about the problem. . . Ten minutes later Ev and the assistant speak with the teacher involved. "We just had Lisa down . . . She said that one of them had asked to go to the washroom before dismissal . . . So it was after dismissal? . . . Had Bernard asked to go the

washroom before dismissal? . . . Why did you think that? . . . When your kids . . . Do they have to ask and does only one go at a time? . . . So it happened after lunch on Friday? . . . Well it is really hard . . . Well anybody could have stopped in there . . . When this had happened before it was a new student in the school . . . cause if nothing happens for six months then . . . Well I'll work on and see if there is anything I can do . . . Well I guess what I'm thinking if we phone the parent and then she says, "Well he asked and he was refused. . . " so the parent could be vindictive. . . so it's the kind of thing if you were just dealing with the child you could make a good position but if we ring the parent it might . . . When we have this kind of thing we often don't know how far to take it. . . How serious was it? . . . Ev then speaks to the assistant, "I'm not saying Leslie made a mistake. Robbie is the type of kid who could do this outside because he was refused permission. . . I guess my hunch is to not make an issue out of it." The assistant says that he thinks the child should know that urinating on the wall is wrong. Ev then says to the assistant principal, "Well, after recess why don't we go down and bring the children into the conference room for a few minutes and tell them You know that if you want to go to the bathroom at 3:32 you also want to go at 3:29 p.m."

(12/1:10:43) Ev and the assistant speak to the boys in the conference room. "Mr Young and I received a report about you . . . Bernard could you tell me . . . You see that's what concerns me . . . is not the rule. . . Paul did you ask Miss M . . . did you? . . . Did you Robbie? . . . This is really silly . . . Just listen for a minute . . . I certainly don't expect boys in Grade 5 . . . That was not O.K. . . . You put your hands up before dismissal . . . What this sounds like to me is that you are trying to trick up a rule . . . You should be ashamed of yourselves . . . urinating outside is against the law . . . You don't just all of a sudden know that you have to go to the washroom . . . You can't tell us that. That is silly thinking. We're saying these weren't emergencies . . . Now

Bernard can you think . . . It is not to happen again Robbie. I will call the police the next time it happens . . . I think Mr Young and I have a number of concerns about your behaviour . . . Mr Young would you outline our reasons for our concern . . . I think Robbie it's very very easy for you to be around where things are happening and for you to act as if you are not involved in anyway. That will not always work. . . You can make choices. You are responsible Robbie for the choices you make and don't make. . . What is important is the decision you make and the responsibility you take in that situation. . . You could come to me and say, "Mrs. Green this happened at recess and it could have been troublesome but I thought about it and decided to act in this way. . . Will you do that in the next week? I want you to come and tell us about a situation in which you chose the right decision not to participate. . . that you do know the right way to handle a situation. . . at the end of this week. . ."

Children Return Late After Lunch

Two six year olds were over one half of an hour late for school because they had been dawdling. (17/11: 9:20) Ev rang the foster mother to inquire whether the family or the school would deal with the child. The mother asked could the family deal with it. Ev agreed. The second child was put on a behavior plan because the parents could not be contacted regarding keeping the child after school for the amount of time the child had arrived late. The child brought back the signed behavior plan the following day.

Snowballs

Three boys are sent to the office for throwing snowballs. (3/13: 12:58) Ev asks, "Roy tell me what happened on the way home? Now . . . . O.K. Jack tell me what happened. . . Who was running? . . . Yes. . . So you each threw a snowball? . . . Why were you throwing snowballs at Roy? . . . Eddie, what happened? . . . You were aiming at Roy? . . . What do you know about snowballs and why are they dangerous? .

. . Jack, why else? . . . Yes, they can damage your eyes . . . You boys are going to write a behavior plan and if this happens again I will keep you here for half an hour at lunch and after school so that every child can go to and from school safely . . . Have you had a behavior plan before? . . . Oh that's right . . . What else were you going to say? . . . Come here and I will get you a behavior plan . . . Eddie you will carry on with that one and you will also mention that you were throwing snowballs. . . Jack you do this one. . . So you were throwing snowballs. . . Oh!! . . . Just be careful that you are not telling lies . . . Do you want another chance? . . . Now Jack there are three people telling me that you threw a snowball but you are lying about it. . . It seems to me that when you get into trouble you don't tell the truth. . . Is that correct? . . . It is correct? . . . Tell me what you know about snowballs being dangerous? . . . That's right! . . . You are going to do a behavior plan . . . What do you do with that? . . . I told the other boys . . . Do you remember how to write out your plan? . . . Well I am delighted to tell you how. . . Come here. . . What does this say? . . . Why are you here right now? . . Yes, you write, I threw a snowball and I lied to Mrs Green about it. . . What are you going to do about it? . . . This is how you spell "threw". . . Don't guess because I can tell you how to spell the words if you don't know. . . Put a period at the end. . . What else did you do? . . . I want you to say, "Throwing snowballs is dangerous and I will not do it again. . . . How are you going to change your behavior? . . . There is an "s" at the end of that. . . What else are you not going to do? . . . What did you do to me? . . . Do you know what the date is for you there?. . . That's right. Now take this to room x and ask one of the ladies to copy it please. . . Write your name down here please Jack. . . Now you take yours to room x and ask a lady to copy it for you please. . . O.K. Eddie start way up at the edge. . . that's right. . . How about I won't throw snowballs. . . You have to finish that now about the fight with Ken. . ." At the completion of the behavior plans, Ev commented to me "Eddie is ready for a contract. We have quite a file here on that little guy. "

David and Name Calling

(12/1: 2:06) Ev asks, "David why are you here? . . . Mrs Tronk has been down here to talk to you . . . Did she say that you were supposed to apologise to Elsie? . . . Did you call Elsie a nigger? . . . You didn't call Elsie a nigger? . . . Well it is my understanding that that is why you were sent here and when you apologised you could go back to class. . . You should have spoken up when you were accused. . . An hour of school has taken place. Are you going to have to stay here till recess or is an apology due Elsie and then you can get back into class? Do you think you should apologise to Elsie, David? Are you tired today? How come you weren't at school this morning? Is your mum better? Well then we will have to wait because we will have to listen to other people's side of the story at recess. . ." Ev sends David out to the outer office to wait until recess. Ev explains to me that mum is in hospital and dad is away. . .

At recess (12/1: 2:18) Ev explains the interaction with David to Mrs Tronk. Ev then says, "Well David Mrs Tronk was standing right beside you and heard you call Elsie a nigger. . . Is that correct David? That is correct is it? Well David you will have to make up your mind. . . You must apologise or you will have to leave the school. . . Well David are you going to apologise? . . . I'm really pleased to learn that. . . Did you get enough sleep over the weekend? . . . Oh have you? . . . (David explains that he has bronchitus.) Are you taking some medicine? Ev waits for David to apologise then pats him on the shoulder and the child returns to class.

Harry's New Behavior Incentive

(21/1: 8:55) Ev speaks to Harry (child). "I just talked to your dad . . . Remember we had a meeting with your dad? . . . We have thought of a system which might be of help to you . . . We thought we might give you a super behavior award. . . that means that for five little awards, Harry, you can have a super behavior award on Fridays. . . but

you must get five little awards in the week. . . It means you don't hurt somebody else's body, you don't kick, hurt, or punch. So if you can get through the whole week you can earn a very special privilege to play in the gym with two friends . . . So we'll start today and even though it's only half a week . . . I know you can do it . . . Remember you are to come to me if you find you have a problem. . . Good man! . . . So, are you going to the gym on Friday?"

Helps a Teacher Conduct Group Counselling

(29/1:10:43) Ev gives advice to the acting assistant principal on how to deal with a behavior problem within his class. . . "Joe, those girls should do some role playing . . . Get them together and say, "Let's replay it. . . except instead of acting back like you did what other choice could you have made? . . . They need some time with an adult to learn other behaviors. . . Try the Magic Circle in which all children in the group are given a chance to give an opinion about a certain incident and then work on from there."

Later that same day Ev phones a mother of one of the girls needing the group counselling. (28/1: 3:04) "Mrs Mason it is Mrs Green, I understand Mr Long talked with you this morning . . . Now what are your thoughts about the incident? . . . Oh! Ahah! Ahah! Although you were aware that the girls were not locked in . . . they did leave the room to go to the washroom. . . We talked about making their peer relations go more smoothly. . . I suggested role playing to work out better solutions to their problems . . . to just talk about the problems they are having. This might help them to have better relationships. ahah, ahah, ahah, well I don't have a complete understanding . . . things can be going along fine. . . somebody's feelings are overlooked and they just want to retaliate. . . I do think that they . . . Well let's see from here on . . . If you don't notice an improvement . . . Once we start meeting with them I hope you will see an improvement . . . ahah, ahah, I can assure you that won't happen . . . They are all

owners of the problem and I think they do need a little bit of help to get back on track . . . You will notice a change in the way they interact with one another. . . ahah, ahah, . . . that's virtually impossible to separate them. . . if we can think of other solutions. . . ahah, ahah, . . . we will certainly give it all the attention it is due. . . I think we could make a good go of that. . . Call me in the meantime if you want to . . . We will probably talk in the next few weeks. . . We'll start working with the girls and I am sure their ability to work and play together will definitely improve. Thank you. Bye."

Gives Counsel to the Assistant Principal

(29/1: 11:04) Ev gives advice to the assistant principal . . . "I don't know John near as well as you do . . . My two thoughts for you are. . . Number one, if you are absolutely sure that it was a vicious attack . . . then maybe John should miss recess for a week. . . It may be hard to convince parents that it was not play fighting. . . Could more equipment be put out to prevent this? . . . I think every class should have a box of equipment. . . How can you have one ball for thirty kids? . . . Number two you should send Sean home and let the other witnesses of this incident know that such behavior is a no no and will not be tolerated. . . Let them know he has five days suspension."

Gives Counsel to a Teacher

Ev gives advice to a teacher who is having a problem with a child. (4/3 :11:30) Ev explains to the teacher that he may try using a collaborative approach. Ev suggests, "Begin the conference by stating that you both have to be at school for a certain period each day and that you both have needs which may be met if you could enter into some form of a contract. Jim, you explain to Allex that as a teacher you have the need to ensure that Alex listens, does class assignments and thus improves in his schoolwork. Then you ask Alex what it is that he would like to do within the classroom? He may say that he would like to sit in a certain place to do his work. You then enter into a contract

with the child. You could agree that if the child completes a set task you assign him then he may sit in that special place he requested for a certain period of time. (11/3 : 9:52) A week later the teacher returns to tell Ev that the new approach appears to be working but that he now needs to renew the agreement and work on another need the child sees and on another task that the teacher wishes the child to perform.

Gives Counsel to the Kindergarten Aide

(27/3 : 12:47) Ev speaks to the Kindergarten aide regarding behaviour modification for a child within the class. "You may need to take him out Pat. . . I think it is important if he is having a bad day that you withdraw him earlier so that feelings are not pent up. . . Don't let him go on. . . The position for all becomes intolerable. . . " The child is brought in and Ev explains to the child that he will be withdrawn to spend some time apart from the class until he can be quiet. "Now Michael . . . you know what will happen until you are ready to go back to class and behave with the other boys and girls."

Misbehavior and the Substitute Teacher

Ev speaks to children sent to her by the substitute teacher. . . (2/2 : 11:27) "I think part of the problem is that your substitute teacher is not used to kids speaking out . . . Doug just listen please . . . I think talking back and forth is starting to be a problem and I gather that you are not listening to the substitute teacher. . . When you have substitute teachers they expect things to be different . . . I am not saying that you are wrong or that the substitute teacher is wrong . . . It's just that things are different . . . I am sure you have done things that haven't pleased the substitute teacher and vice versa . . . I'm asking you to co-operate . . . don't blow your whole afternoon in school because you have a substitute teacher. . . If you really feel you have a problem, at 3:30 you can do something about it by coming to see Mr Young or myself. . . Do you know what co-

operate means? . . . Are you sure you can do that? . . . I'd sure appreciate it! . . . I'll speak to the substitute teacher at the noon hour. . ."

(19/2 : 9:18) Three weeks later a substitute teacher in the same class calls Ev on the intercom. Ev walks down to observe. Ev then takes a child out of the classroom. "I know there are problems in the class with substitute teachers Morris but this is different . . .This teacher is taking over your class for two whole weeks. . . So you can't blow that . . . Miss Clark will be off for a while and you will have to think of Miss Patterson as your teacher. . . Do you think you could co-operate? . . . What's bugging you then Morris? . . . Did something happen? . . . If this is for a long period of time you need to have your behavior book done everyday. . . You don't like the substitute teacher signing your book? . . . But Miss Patterson is taking Miss Clark's place and she will be there for at least two weeks so she really has to sign the book. . . I think I had better phone mum and tell her the situation. . . Does mum know that Miss Clark is away for at least two weeks?"

Ev phones Morris's mum. "Hello, I 've got Morris here with me . . . Miss Patterson is supplying but she had a bit of a problem with Morris this morning. . . Miss Clark could be away for two weeks or even longer. . . Given this situation I've explained to Morris that he should follow through with his book . . . O.K.? Yes, I know he is . . . Yes. . . When we know it is going to be for a longer term. . . This morning he was a bit uncooperative. . . he has been fine. . . I've had a talk to him and he understands the situation and he should be right for the rest of the day. . . Bye." Ev then speaks to Morris. "Well now are you going to co-operate? . . . Let's go back to class." Ev walks with Morris back to the classroom and speaks with the substitute teacher. . . "Buzz me again if you need to."

On the way back to the office Ev says to me,"He's one of those kids who is not very flexible. He needs security and when he is placed out of that he acts out and can't cope." Later on the same day (19/2 : 12:53) the substitute teacher calls Ev on the intercom. . . some children are "unbelievable." Ev walks down to classroom and removes the children who are unco-operative. Ev says, "Doug and Robbie I am tired of complaints from the substitute teachers. From now on you will be withdrawn from the class whenever there is a substitute teacher. If at some point when you feel you are ready to co-operate and learn you come to me and we will talk about whether you are ready to return to class. . . Are you chewing gum? . . . Get rid of it! . . . We have asked for your co-operation and we are not getting it. Your classmates are tired of your behavior because you are unco-operative. You are permanently withdrawn." Ev then places the children in different classes to work on their own. The following day the two boys approach Ev and ask to return to class. Ev consults with the assisant principal and both agree that the children need another day "to learn the lesson."

Missing Children

Two children aged six are found in a car park an hour after school had started for the afternoon classes. Ev asks, "What did you do that was wrong? . . . Yes, you were 30 minutes late for school and you would still be playing in the car park if Mr Dane didn't see you there and bring you back. . . It's pretty serious business. . . We were going to ask the police to look for you . . . Does anyone take you to and from school? . . . Well, we will have to arrange that an older child brings you to and from school . . . That's exactly how long you were late so you will stand in a corner for as long as you were late. . . "

Suspension

John has been on many behaviour plans and has been reported to Ev by a parent for his behaviour during the lunch hour. (16/3 :1:03) "What concerns me is that someone was attacked, John. So what is going to happen now John? . . . No you have had too many behaviour plans and the boys and girls are still not safe. . . Why don't I allow fighting, John? . . . I really care about the boys and girls being safe from someone like you. . . I hope their parents phone the police when it happens again. . . People are going to call the police because you are a bully, a fighter! They will take you off the streets John. Go and sit out on the bench out there please."

Ev phones John's mother. (16/3 : 1:18) "Mrs Unger? Was John home at lunch? . . Well I've just been talking to him . . . A mother rang. . . Apparently John had found a little ball belonging to a child and said "Well you'll have to fight for it. I've just spoken to John and I am going to have to suspend him again for this behaviour. . . Will I send him home now? . . ."

Ev brings John back into her office. (16/3 : 1:21) "I just spoke to your mum. . . How long were you suspended the last time? . . You were suspended for two days? . . . What did you do? . . . I am going to suspend you for three days . . . How do you feel about that? . . . Well what can you do to stay at school? . . . Do you think you can do that? . . . You know what you were just doing a whole bunch of smiling. . . What were you feeling good about? . . . Do you think you are kind of a big shot? . . . I hope not because I think a lot of people feel sorry for you because you don't know how to treat people. . . O.K. Go and get your boots on."

Frankie

Frankie is sent to the office for refusing to do his work in class. (16/4 : 10:42) Ev says, "Frankie you don't normally have a problem getting your work done. . . Is there

something making you feel sad inside? You didn't get your kidney?. . . Someone else got it? . . . You've been feeling really sad and yukky about that, haven't you? . . . I don't blame you . . . I'd be feeling really sad about that too. . . Why is it better at home? Usually you don't have fights with people at school . . . Andy in your class? . . . Did that happen this morning? . . . I'm going to talk to Andy about that. . . Usually you get along so well . . . It makes it hard to think about your school work when you are thinking about that kidney. . . Now Frankie you have two problems. . . We can't do anything about the kidney but we can solve this problem about your work. . . I know you want to co-operate . . . What can we do? . . . Perhaps if you say to yourself, 'If I write these sentences I'll start to feel happier and better.' You'll start to put things back to normal. . . Do you think you'll be able to do that? . . . You'll feel better. . . So you know what your plan should be? . . . So get that work finished. . . You'll start to feel better and then you can have a nice holiday at Easter. . . What about that? Good man. . . Thanks for talking to me Frankie. So you'll get it done at lunch time? O.K." Ev escorts Frankie to the door with her hand on his shoulder. (I wept with Eddie in that interview, I found the whole incident so touching.)

The Shoe in the Garbage

Two children are sent to Ev for losing a shoe on the way to school after lunch. (23/3 : 1:12) "What happened? . . . The shoe was half off and he kicked it?. . . What did you do? . . . Did you go get the shoe out of the garbage? . . . What garbage did you put it in? . . . Go get your jackets and meet me at the door and I'll take you in my car and we'll get the shoe and then we will have a talk. . . " After finding the shoe. . . "Do you think he was trying to kick you with the shoe? . . . What did you do that was really wrong? . . . What should you say to Malcom? . . . Look at him as you are saying it. . . Did you throw ice at noon time at somebody? . . . What's been happening lately? . . . Have you been a good boy or have you had some trouble with your teacher? . . . Tell

me about that trouble. . . Just a few days ago? . . . Do you know why you have been deciding to do wrong things? . . . What's different at home?. . . What's changing in your life? . . . What happened to your toys? . . . Who threw them away? . . . How come? . . . Was he saying . . . Did he just take them away for a while? . . . Do you pick your toys up or do you just leave them around?. . . What toys did get taken away? . . . You miss those toys . . . Are they gone in the garbage? . . . Do you feel mad about losing those toys? . . . How come your skiis were outside by the barbecue? . . . You let your skiis stay outside? . . . That very good? . . . It is not very nice having mum and dad mad at you. . . Don't you feel too good inside? . . . Have you been feeling bad inside for about two weeks? . . . What is the problem David? . . . I'm just wondering when this bad feeling inside might go away and you might feel better inside and not get into trouble at school. Do you know how to print a story? . . I'll help you. . . This says. . . What did you do to cause you to be in trouble today? . . . You said I threw a shoe in someone's garbage can at lunch. . . Malcom had to walk with only one shoe. . . O.K. Also today I threw a snowball. . . If somebody is crying it is not from nothing. . . If his body isn't hurt his feelings are so snowballs can hurt. . . O.K. you are going to copy down on this yellow paper this story about what you did today. . . I will not throw things anymore. . . I will not take other people's things. . . " After the child had completed the plan and a copy had been made. Ev said to me, "Did you see how controlled that little boy was? He doesn't like taking the behavior plan home but he will. He was a little man!"

Paul

A senior boy is sent to the office for being late for class. (2/6 : 9:30) Ev says, "Turn this way and look at me Paul. . . What time was this? . . . So Ray grabbed you and threw you. . . So where have you been for the last half hour? . . . So you didn't think to report what happened to the teacher? . . . Last week we had the same talk . . . When

something happens that upsets you and you don't know how to handle it . . . Why didn't you think of that this morning Paul? . . . How could you have helped yourself the most? . . . When something happens the most important thing is to get help so that you can get right back on the track. . . Let's go over this again. . . Stop there. . . What could you choose to do right then? . . . Go to me or to Mr Young or to Mr Long. . . Then we could have worked it and you wouldn't have this problem you now have. . . Paul I am showing you a way. . . I need to know that you are trying. . . How do I know that? . . . That's right . . . All you have to do is show that you are trying. . . Can you look at me and say that? . . . I think you can too Paul, I really do . . . School will seem such a much better place for you . . . You'll start feeling really good about yourself when you make the right choices. . . How are you feeling right now? . . . Are you worried about something? . . . Do you think I should have a talk to Ray and Gerard? . . . They made wrong choices too just like you did . . . O.K. . . You may go back to class. Thank you."

In all the examples cited Ev demonstrated her empathizing qualities. She consistently sought to understand the child's situation and motivation for action and then challenged the child to make informed choices about future behaviour.

Challenger

The role of challenger is another administrative skill Ev demonstrated consistently throughout the study. The term challenger for the purpose of this study is defined as one who observes the other, provides documentary evidence to support the observations made, affirms the other's strengths and then challenges the other to address areas of growth and further professional development. Ev demonstrated these skills when evaluating teachers.

The Ptarmigan Public School District stipulated that it was a responsibility of the administration of each school to submit an evaluation of all staff members annually to central office. In collaboration with all members of staff an evaluation policy and procedures were prepared and implemented in Ev's first year at Padstow. This evaluation consisted of a 'one-on-one' with each teacher at the beginning of the year, two formal classroom observations within the year and a Teacher Performance Appraisal which was sent to central office. Ev shared the evaluation task with the assistant and she saw the purpose of the evaluation process in terms of enhancing student learning. She once said to me, "I only have to think of the children and I am able to say to a teacher whatever has to be said."

The procedure for classroom observations consisted of the following steps. The teacher completed a Pre-Observation Conference Guide which was discussed at the pre-observation conference with the evaluator (principal) and the evaluatee (teacher). The evaluator observed the lesson and then prepared the Post-Observation Conference Guide which was discussed at the post-observation conference between the evaluator and the evaluatee. The Pre and Post-Observation Discussion Guides were designed as follows :

Pre-Observation Conference Discussion Guide

Teacher _____ Date _____

Grade _____ Room _____

1. Background to the lesson: (Is this review, re-teaching, introduction of a new concept? What unit or topic?)

2. Lesson Objectives: (What are the objectives of this lesson?)

3. Lesson Activities: (What teaching/learning activities are planned? What will you be doing? What will your students be doing?)

4. Evaluation: (How are you going to know if the students have learned?)

5. Do you anticipate any problems? (ie. materials, student behavior etc.?)

Post-Observation Conference Discussion Guide

Teacher _____ Date _____

Grade _____ Room _____

1. Were the student/teacher activities effective?

2. Were the lesson objectives achieved?

((17/11: 1:21) After observing the lesson and writing copious notes throughout Ev then reads back over her notes and prepares the Post-Observation Conference Discussion Guide. Ev writes the Post-Observation Conference Discussion Guide using all the time the written notes she has collected. She also refers back to the objectives of the lesson outlined in the Pre-Observation Conference Discussion Guide.

Teacher Performance Appraisal

Using all the information gleaned from the one-on-one, the lesson observations and discussions with each teacher Ev (or the assistant) completed this form each year with each teacher. A copy was given to the teacher. Ev (or the assistant) and the teacher discussed the contents. A copy was then placed in the teacher's file. The following areas were covered on the form.

1. Knowledge and Use of the Curriculum

2. Planning

3. Instructional Methods

4. Classroom Management

5. Student Assessment and Reporting

6. Professional Development and Growth

7. Teacher's Comments

An Evaluation of a Lesson in Kindergarten

(18/11: 9:37) Ev observed a lesson in the kindergarten. She took copious notes. When the children were alotted tasks Ev moved around to see how the children were handling the set tasks. Ev sat down with a child to hear him read his story. She asked, "What's this a picture of?" Oh! Is this a mummy?. . . That's what's missing." Ev sits down at child's level, smiles and reads through the words with the child. Ev then moves on. (18/11 : 10:59) After Ev had reflected on the lesson and had prepared her Post-Observation Conference Discussion Guide I asked Ev how she perceived the lesson. Ev replied, "I thought there were some strong things in place but little learning was taking place."

Post-Observation Conference : (18/11 : 12:53) Ev asked me to sit in her chair behind her desk. Ev and the teacher sat facing one another. Ev begins, "That was a very busy lesson today. What did you think of the lesson? Do you have a mum in there every day? Oh! that's good! Ursula usually what I do . . . I try to write down what you are doing and saying and what the kids are doing and saying." Ev then reads from her notes as she speaks. "Malcom and John were very demanding, you were very low key. You do try to bring out the acceptable behaviour and reinforce the positive. . . Nice they could tie in what they had learnt previously. . . You do handle an answer that is wrong very well . . . Then you had the flannel board . . . I don't know whether you realized that it was down low and some could not see it. . . Malcom is quite a handful isn't he? . . . I found it interesting that on task behaviour he is quite well behaved but in

the group on the floor he was acting out. . . He was perfect in the telling of the story of "Goldilocks." I bet they could take those cards and tell the story. . . I thought the poem was an excellent activity. . . The children were really enjoying the story. . . It was about twenty five minutes for those initial activities . . . You then left twelve minutes for the children to make their choice . . . I have some things we could discuss and you could clarify for me. . . The readiness and pre-reading activities were of real good quality . . . (Ev then gave examples of these activities). . . You are very considerate and kind to the children. . . You are obviously working on setting up daily routines for the children and you are encouraging the children to listen and follow directions. . . Some students could carry the whole project through and work on their own. . . You have a real range of children's readiness there. . . I suppose this happens in every class. . . What about rules Ursula? . . . What expectations do you have for the children regarding rules? . . . What negative consequences do you outline for the children? . . . What positive consequences do you have in place? . . . So separation is the main negative consequence and happy grams one of your positive consequences. . . I was wondering this morning particularly with John and Malcom because they would disturb the class. . . I would be tempted to suggest to you to have them separated from the group. . . Perhaps Dianna could take them . . . I am wondering if one of Dianna's responsibilities could be to look after Malcom. What about selecting centres? Who was picking first? How do you do that? Is it usual that the same kids get the choice? Do you do it the same each day? Maybe after they settle down children will all get a chance? It could become very frustrating if the same children are used everyday. . . Is that how you would introduce an activity? . . . And you could think of ways of introducing a centre using Dianna better? . . . How do you use Dianna's time? . . . How do you feel about having Dianna with you? . . . I would write the notes to her. . . this involves a bit of preparation. . . How do you see your role different from Dianna's? . . . At a centre? . . , Maybe you don't but with your training the type of interaction you have with the child is quite different. . . I was

thinking of Tim this morning, even when making the numbers he didn't know what they were. . . I think it would have been really good use of your time to have helped the child . . . When the children were finished what happened this morning? . . .Is that the expected behaviour that the children leave the centre and move to the rug? . . . Could they get a book or something if they are finished? . . . Good! O.K. This is your copy Ursula. I would like to come and see one of your language classes about March or April."

(18/11 : 1:28) Ev reflected on the post conference with me. She said she found it hard to believe that the teacher did not see her role any differently from that of the teacher aide. . . "I hope Ursula will think about what I have said and I hope she will do something about it. . . I will visit the classroom from time to time to see whether I have been heard." I asked Ev if she found it hard to be confrontative. She replied, "It is not easy but it is my responsibility. All I have to think about are the kids and then I don't find it hard to say what has to be said."

After Ursula's second lesson (4/2 : 9:12) Ev wrote the following comments on the post conference sheet.

> Pre planning for the lesson was good word chart, exercise sheet, game chart etc. Use of some good instructional techniques ie. review assignment directions before students work independently (but demonstrate work example first). French written exercise marked by students. French-Math exercise to be marked by you. "Simon Says" offered some opportunity to monitor student progress. Discussion Items: Expectations for student behaviour and classroom management techniques are a real concern. Active involvement of all students should be fostered. Opportunities for students to use French skills orally should be explored and developed.

Susan

(20/11 : 11:20) Ev discovers that Susan, the intern, needs help. One of the teachers has tried to be present in the room whenever Susan is giving a lesson to be there as moral support. . . Ev says that she will see her with the teachers at 12:00 today. It was decided at the meeting that Ev would observe Susan each day to help her develop coping strategies.

(24/11 : 8:20) Ev discussed Susan. "She has no presence. . . She does not seem to be taking any responsibility for her behaviour. It is always someone else's fault. Things are not good."

(24/11 : 12:30) Pre-Conference with Susan. Ev says, "So you are going to start with a discussion? . . . When you are discussing this are you going to put those points on the blackboard? . . . Then after the discussion you are going to have the children read silently. . . So before your discussion you will hand out the reading material? . . . How are you going to handle the questions? . . . Have they got notebooks? . . . Will that be something new to them as well? . . . Do you anticipate any problems this afternoon in the class? . . . One of the things I want to suggest to you Susan is that you tell yourself, 'I am really going to try to remember not to talk to anybody unless they have their hand up.' , . . If you did this then the children will learn that they will not be heard until they put up their hands. . . You will then be in control of the situation and the children won't be in control. . . So you have to be really strong. . . Of course you will forget but try and be really strong. . . "

(24/11 : 1:17) Ev begins to observe Susan and to write notes. . . Susan loses control of the class, the children become very noisy and disruptive. Ev finally takes over the lesson . . . Ev writes some math problems on the board for the children . . . She tells

Susan to warn the children about the math. . . Finally she has to speak to the children herself. "I will not speak to any person who does not raise a hand . . Anyone who is finished may read a book. . . Again I remind you I will not speak to any person who does not raise a hand . ." The class grew quiet and Ev moved around the room affirming those who had written well and had used rulers as the intern had suggested. Ev then dismissed the class. Ev then speaks to Susan. "Well there was a lot of stuff in the lesson. I want to give you some help for the lesson plan. Then if you could get that worked out then we could look at the calling out, doing nothing, etc. Tomorrow just chat with me about the way it could better come together. We'll plan Wednesday's Science lesson together sometime today. What about 3:00 p.m.?" (24/11 : 2:37) On the way back to her office Ev reflected on Susan's lesson. "I found the lesson frustrating. There doesn't seem to be really much improvement." Later that same day Ev said, (24/11 : 2:46) "I suppose I will have to see Susan now. I would be happy to spend two days with her if I thought it would make a difference. I will work with her on a daily basis for the whole year if I have to." (24/11 : 3:05) "What are you going to follow up on Tuesday, Susan? So where are you going to be? So you are going to demonstrate each of these steps in front of the kids. O.K. This assumes that each of the kids will be doing it? Is that how you are going to start the lesson? Is that how?. . . through discussion? O.K. I think what I would suggest that you do maybe. . . Were you going to . . . O.K. and then what are you going to follow it up with? . . . Is it an hour period? . . . Only half an hour?. . . One of the things that helps is writing the plan of the lesson on the board. . . Review. . . Demonstrate . . . Read together page 169 and discuss. . . How long do you think this review will take? . . . I would say less than five minutes. . . You are going to list specific questions to ask in the review? . . . And then you decide that this will take possibly five. . . You have to get the materials together. . . Before the children come up tell the children what you are going to do . . . 'I am going to fill the water container andput coloring in it . . . I am going to do . . . and then . . . '

Maybe you could sit them on the rug otherwise they could be pushing and shoving. . . What do you want them to know as a result of the experiment? . . . Maybe what you could do is to have the children draw a diagram showing the different . . . Tell the children what you are going to do. Do it. Then explain what you did. Then have the children do it. Get them to answer questions like, "Why did this happen?" Put this on the board over the noon hour . . . Have desks cleared of all books. . . Say, "Today this is our science lesson." Then go through the steps of the lesson which you have placed on the board. So that the children know that they have much to do and that they have to do an assignment at the end so they will need to pay attention . . . Set the standard for the quality of the work you want. . . 'I want you to use a ruler. . . headings on top just like mine. . . then at the bottom I want a full sentence in your best handwriting.' So basically we are talking about organizing the lesson. . . Now we didn't talk about how the kids will move from the rug to their desks. . . Say, 'Row one quietly leave and take up a textbook as you go.' Ev writes this reminder down for Susan. "Will you let them read quietly or out loud?" . . . Ev then goes through the timing of the steps of the lesson. . . "Well that should be just about right. . . Have . . . then say 'Go to it!' Again keep trying not to answer when they call . . . You'll see after three or four times they'll get the message. . . Now I won't be there on Wednesday but I'd like to hear from you how the lesson went and how you found the planning session in the light of what happened. . . I think you'll feel happier because you know what will happen and those other things won't happen. O.K?"

(2/12 : 1:24) Ev observes Susan teaching and again has to take control of the class.

(13/1 : 1:24) Ev explained that Susan had "felt overwhelmed" by the amount of advice she was receiving from the co-operating teacher and Ev so Ev had "backed off."

(28/12 : 12:50) Ev speaks with Susan's co-operating teacher. "We have wrestled with this dilemma since Monday and I have a suggestion. It is not the most pleasant but it may work. I think the problem is when you are not there. I went in yesterday . . . You need to take over the class. . . You can still use her in small groups. . . but she cannot assume responsibility of that class. . . She is not ready to assume responsibility of that class and she will just have to accept that. . . You need to make it clear to Susan that she can't cope . . . She just doesn't seem to take any notice. . . So I think you have to take the class over completely. . . Some comments on the surveys revealed that some kids are taking so much which seems unfair. . . When I went down there . . . I can't leave. . . I told her that I was going to get work and that I would stay there with her and she responded, 'thank you.'

(10/2 : 1:05) Ev walks into Susan's class to supervise. . . Again she has to take over the class. . . "Ronald not another sound! . . . O.K. Grade 5 the same problem is happening again. . . You are not learning French so put your French books away and take out your math notebooks. . . I think the only thing you need to learn now is how to be quiet and considerate. . . Matthew, if you have a problem you could raise your hand and we could talk about it. . . I am going to find an exercise to be worked on. . . I am going to assign page 334. . . Then let's start on 335, questions 1, 2 and 3." Ev writes on the board and makes a mistake. A child alerts her to the mistake. Ev responds, "Thank you. If you work quietly I will ask Miss White to make your French up to you, but you have to earn that privilege."

(17/2 : 1:10) Ev explained that on the previous day Susan had "bombed out again." Ev and the assistant principal had to take the co-operating teacher to the hospital during class time and Susan could not cope even for one lesson. "Apparently another teacher had to come to her rescue."

(27/3 : 9:12) Ev explains what has transpired with Susan. "I have spoken to Susan and I have told her that I am going to document every interaction we have together because I feel I will have to terminate her employment. I have asked her to see me on the Monday morning after spring break to share with me her decision. I have asked Susan to consider resigning. I feel she would be better suited in some other work. It is a matter of principle with me, the children are suffering."

(27/3 1:55) Ev speaks to the co-operating teacher regarding Susan's future. "I don't know if you have had a talk to Susan today but I have told her that she has been given numerous opportunities. . . yet the same kind of problems keep emerging. . . Ultimately I suggested that perhaps teaching is not appropriate for her. . . I also warned her that the evaluation given her at the end of the year will be a negative one. I asked her to think about that seriously. . . For a few days she showed some improvement but on Wednesday again all hell broke loose. . . She is to decide whether she will resign or whether I will be noting everything she does. . . I would recommend that her internship be terminated. . . You've been able to watch her since September. . . So that's where we are at. . . I will set aside the week after spring break to monitor all activities . . . I have to do something about it. . . At this time of the year she should be able to assume responsibility for a class at least 80 percent of the time, but she cannot do it." (Susan returned to the school after the spring break but did not come to Ev with her decision. Ev proceeded to document everything.)

(7/4 : 9:00) Ev spoke with all teachers involved with Susan and asked them to document their expectations, the program, the lesson plans, etc.

(19/5 : 10:05) Ev informed me that Susan's employment had been terminated. "I am only sorry I did not do so sooner, but I didn't know that I only had to give her 30 days notice! No one seemed to know just what time line was necessary because the internship program is so new." Ev found Susan wanting in the following areas,

> classroom management, lesson and unit design, developing a positive rapport with students, establishing and obtaining acceptable levels for student performance and achievement. She was also unsuccessful in implementing suggested strategies and she was not able to demonstrate improvement in these areas.

Teacher of Grade Two/Three

(24/11 : 8:19) Ev conducts the pre-conference with the teacher. This took approximately five minutes. (24/11: 9:45) Ev observes the teacher and writes notes. As she leaves the room she smiles at the teacher, taps her on the shoulder and says, "Thanks!" (24/11 : 10:42) Ev says to me,"Can you believe she has only been teaching three months? . . . She is better than so many of my others!"

(24/11 : 3:40) Ev conducts the post-conference with the Grade Two/Three teacher. "Jacky, what I usually do . . . I try and write down as much as I can about what you are saying and doing and what the children are doing. . . When I first got in there the children were reading the diary. . . The tone I picked up was warm and secure. You conducted yourself very well . . . I read your diaries over the weekend. . . You have established classroom rules. . . the children know these and adhere to them really well. . . I noted a smooth transition from the diaries to Grade Three. . . Not only do you give clear directions, but you share with them the purpose of the lesson. . . I noted smooth changes from one activity to the next . . . With the Grade Twos you made provision for them to repeat what they had to do. At no point did one of the Grade Threes have to interrupt you. . . Adding a little word of encouragement was very good. . . You said,

'Now look at me and lock your hands.' It was good to see you not just taking the first answer . . . You went through the three examples. . . You develop the direction and expectations very well and you limit the possibilities of the children becoming frustrated. . . You then went over it all again. . . You wrote on the corner of the blackboard about what to do. That worked really well. Gee they worked hard! I glanced at them a lot and they were all on task. . . So you have their co-operation and support. . . You then went to Grade Two and had them reading. . . sending them to the back table one at a time . . . meanwhile you managed to give positive reinforcement to the Grade Threes saying, 'Thank you Grade Threes.' You were able to get all the Grade Twos on task by saying, 'We are almost all on the right page.' You then finished the story with the Grade Twos and went through each of the comprehension questions with them. You then set them to work and then you had time for the Grade Threes. Did you realize they would not finish in the lesson? . . . I don't consider that a fault. . . It was important for you to say, 'I'll let you get back to that tomorrow.' Classroom management ? You have that down well. Instructional Activities? The children were really involved in the learning activities. You developed the assignments very well before they approached them independently. You were really well planned and organized. You didn't take away any time from the children. Sharing the expectations of the lesson contributes to a good learning experience for the kids. You certainly tried to achieve objectives and you'll know when you read the children's work. What are your expectations of their written work? As I walked around they seem to be having some difficulty with spacing. . . I'm glad you do have high expectations for their written work. It's one thing a child can show good quality work in which is not dependent on ability. Some children seemed to have problems with the vocabulary. Do you think those kids might be overplaced in that reader? Oh, you do intend to split that lot into two groups do you? Let me know how you decide to handle that. I also ask you at the end of the conference what do you think? I felt really good being in your

class. It is a nice place to be. You are coming along very well."

Teacher Grade Four

(25/11 : 8:15) Ev has a pre-conference with the teacher. (25/11 : 8:50) Ev observes the lesson and takes notes. (25/11 : 2:40) Ev prepares post-conference. (26/11 : 9:44) Ev conducts post-conference. "I enjoyed your lesson, Wil. It was a very effective way to help children to organize their thoughts and a lot of children need that kind of structure. This is what I do, Wil. . . You were giving the children effective feedback. . . You were saying. . . This tied in so well to the lesson you were going to present. . . One of the things you do really well , you always acknowledge that the students worked hard and you acknowledge their effort. . . You shared the purpose of the lesson with the children really well. . . You shifted the responsibility for knowing what they are doing and that they are responsible for what they are doing. All the children seemed to know the five W's. You used preventative kinds of strategies very well. . . Always taking the time to acknowledge those who have complied and to get the others on task. You went through the five steps and elaborated well before assigning them to do it independently. . . I think it is neat the way you share your own feelings like when you said to Yin 'That is my favourite word too Yin.' The children really appreciate that. And you said, 'You know me, Wesley. I'd be happy to read whatever you write.' . . The lesson moved smoothly, efficiently and effectively. You accomplished much in the first twelve minutes. . . You chose the content for the lesson really well. Science fiction fascinates this age group. . . You accommodated the children's idiosyncracies very well. . . Bobby obviously has trouble keeping track of his pencil, so you have it attached to his desk. . . You also asked the right child about the asteroid field. . . You certainly know the children and their interests very well. . . How did you get to know that about David? . . . I thought your questions were well chosen and suited to each child. . . They were thought provoking questions but they were not beyond the children's reach. . . I really

like the way you monitor . . . You gave examples of questions asked . . . And you monitored how well the class was doing. . . You said, 'You're a guy who really knows about space and I really respect your judgement.' That's a real ego booster for those kids and they really need it! . . It was good that you did not say "no, not now" but rather "we have to get this finished first." . . . You value everyone's efforts and opinions. . . You are constantly motivating and monitoring. . . I think the content and presentation of the lesson was outstanding. . . The way you motivated the students. . . The purpose of the lesson was very clear and the students were learning and co-operating throughout. . . . Certainly your objectives were achieved and you will be able to verify these by looking at the writing of the children. . . I'm wondering if you had any expectations about pen or pencil? . . . I also wanted to ask you about Jason. . . He must be very weak . . . I don't know him. . . I really like what Gary wrote. . . Thanks a lot, Wil. I'll visit you again after Christmas."

Teacher of Grade Four

(2/12 : 4:00) Ev commented to me after having observed this teacher, "You mightn't think that that was a good lesson, but he has paid attention to many of the things I suggested last year. The children now raise their hands and he is using the overhead. This is a politically sensitive issue with the staff. They know he is a weak teacher. They talk about it among themselves. Yet they also sympathize with him. Yet they expect me to do my job."

Custodian

(28/1 : 1:22) Ev counsels the head custodian. "So what's happening? How do you know she's been leaving early? Is this on daily basis? On the Fridays or over the weekend? How do we know she leaves early? How long has this been happening? She's been leaving early and the work has not been done? Is there a pattern in a part of

the work she is not getting done? Well I think that's what we have to discuss today. . . First step, speak with her and ask for improvement. . . I think the next step is a warning certificate. . . So when you talk to her state that the next step is a warning certificate. . . I can understand her perspective because her past history has not been great. . . You need to warn her, though, that what was acceptable last year under a different custodian is not acceptable this year under your supervision. . . Advise her that she is going to be looking at a warning certificate if things do not improve. . . The staff is just so pleased with the good job you are doing and we want that to continue. . . O.K. . . . You know that form?"

Teacher Evaluations for the Teachers in Their First Year Within the System

(17/2 : 1:18) Ev comments on doing the evaluations. "I found doing Wil's the most difficult. I wanted to let his different philosophy come through. He is such an effective teacher, but his approach is so unique. Jacky's was easy to write. She is just a good teacher. I found it so easy to write. Ursula's problem areas are so clear. I really don't look forward to having to meet with her."

(19/2 : 2:17) Ev recommends Wil and Jacky for continuous contract but cannot recommend Ursula.

(19/2 : 3:38) Ev discusses the evaluation with Jacky. "Do you have any reactions? . . . Are there areas that you would like me to comment on that I didn't? . . . I would like you to allow me to nominate you for the Provincial Teacher Award. . . You've just had an outstanding first year. . . Would you sign? . . . Maybe you could say that your commitment to teaching is deeper than ever. . . I've definitely spoken well of you with the associate . . . If you are given a continuous contract you will be here on the staff

next year. . ." (Jacky was not given a continuous contract and sought employment elsewhere.) Ev sighed, "What a loss to the district."

(19/2 : 3:49) Ev discusses the evaluation with Wil. "I don't know if I explained this to you. I will submit this document and my recommendation that you be given a continuous contract. . . I just want your comments on the process and the written word. . . Oh! Good! . . . Yours was difficult. . . I wanted your style to come through. . . I didn't know that. . . O. K. I'll change that. . . I know what's important to me. . . If there are any areas I have overlooked you can tell me. . . Now what happens. . . I take these down to the associate and he will rank the candidates in his area. . . Then all the candidates in the district are ranked. . . I think your position is strong. . . If you wish to write any comments. . . You know the associate will be seeing it. . . Good luck, it is a waiting game now. . . Thank you very much, Wil." (Wil was given a continuous contract. He had an advantage over Jacky: he spoke fluent French and Ptarmigan Public School District needed French teachers that year.)

(20/2 :9:02) Ev discusses the evaluation with Ursula. "As you know I tried to cover all areas . . . Now for this process for continuous contract . . . You've gone through. . . I don't think I can recommend you for a continuous contract and I know that puts you into a difficult position about your future employment for next Fall. . . Each associate ranks their list. . . You could apply for another temporary contract again next Fall . . . Tell me the kinds of things I may have left out and we could certainly discuss those and I realize I have a special focus and you may feel things are overlooked. . . Didn't I say that there? . . . I could certainly add that. . . Just let me get this clear in my mind. . . I have no qualms at all that your long term and short range planning is covered well . . . You know what you could do with that Ursula? You could comment on the back. . . You could certainly add whatever comments you wish. . . I have another one, a copy I

can give to you. . . I'll bring this down when Eileen (the secretary) has that added phrase in it. . . He said he had noticed improvement over his initial discussion with your fluency . . . No I don't know anymore. . . Why don't I call him? . . .As a follow up to initial discussion of your fluency. . . Could I ask him to test you again? . . . It does through Personnel. . . Officially those who receive continuous contracts will know by March. . . After that they will suggest to you what you should do to reapply for next year. . . He is in charge of our area . . . He is our staffing supervisor. . . Did you take the opportunity to speak to Olly about classroom management skills? . . . When I spoke with her once she said you hadn't been seen at any inservices throughout the year. . . She said she really didn't know you . . . O.K. Well I'll get this down to you as soon as I can get Eileen to type this. Thank you, Ursula." (20/2 : 9:23) Ev reflects on the \ interview with Ursula. "That was not a very pleasant task!" She then wrote the strength regarding planning that Ursula had suggested in the interview. The document was then handed to Eileen to type. (Ursula was not given a contract with the district.)

(20/2 : 9:38) I asked Ev why she recommended Jacky for the award and not Wil. Ev replied, "Jacky has refined her teaching skills. I rarely had any suggestions to make to her. Wil needs to place more emphasis on oral French, the children's book work could be neater and his timing in lesson presentation needs to be worked on."

In all the examples cited Ev demonstrated her challenging qualities. She consistently affirmed the other's strengths and then challenged the other to address areas of growth and further professional development.

Advocate

Another administrative role Ev demonstrated consistently throughout the study is that of advocate. The term advocate for the purpose of this study is defined as one who pleads on behalf of another. I found Ev pleading on behalf of her teachers to central office and to other agencies.

Teacher and Holiday Leave

One of the teachers found that she was not able to return from her holiday on the required day to commence school. She discussed her situation with Ev and Ev suggested that she apply early so that she would know before the holiday period commenced whether central office would grant her holiday leave with pay. The teacher did so but did not receive any word from central office before her departure and thus went ahead with her plans. On January 6, (6/1 :1:56) a person from central office phoned Ev to ask about the teacher on holiday leave. Ev responded, "Yes. . . Hi! . . . Oh dear! . . . The reason was that she is on a trip . . . When she sent it in in October . . . We hadn't heard by then so she went ahead. . . Gee I don't know. . . She'll be back in the morning. . . Well the only reason she would be so concerned is that she hadn't been aware of this prior to the event. . . We sent it in so early. . . Oh! . . . So it is half a percent? . . . Well why don't you . . . Can you hold that till tomorrow? . . . " After the phone call was completed Ev commented to me, "I feel guilty about that because I did condone the decision but Lola did give them three months to respond. It means that Lola may lose money for the extra days she has taken." When the teacher returned to school (12/1 : 12:48) Ev spoke with the teacher about the call from central office. The teacher was not concerned that the leave with pay had not been accepted but expressed gratitude to Ev for having suggested she try for the leave with pay.

Reference Writing for Teachers

One of the teachers asked Ev for a reference (9/1 : 10:58) so that he could attend University the following year. Ev gave the reference as requested. Ev also wrote letters of recommendation to central office when three of her teachers applied for administrative positions for the coming year. (13/1 : 10:46) Her response to my suggestion that she would be losing valuable members of staff was, "I wouldn't stand in their way." (13/1 : 3:29) Ev also spent time preparing a recommendation that one of her teachers be given the Provincial Teacher of the Year award. (23/3 : 3:45)

Letter Requesting That a Teacher Be Given Leave of Absence

(28/1 : 9:27) Ev was asked by a teacher to support a recommendation that he be given leave of absence for the coming year. (28/1 : 9:54) Ev not only agreed, but also contacted the person in central office responsible for the leave of absences to check that the wording of the teacher's request was in his best interests. (28/1 :1:39) Ev then conveyed to the teacher the wording which would be most acceptable in requesting leave.

An Arranged Dinner for Staff to Meet With the Trustees of the District

Ev noted (12/1 :12: 00) that her staff's perceptions of the trustees recorded on the district survey of the previous year were lower than the district's average. Ev perceived this as a certain disinterest on the part of her staff toward board members. In an effort to improve the relationship between her staff and the board she arranged with her associate that the staff and the board members would meet and socialize over a meal prior to a board meeting. When she presented this idea to the staff she was delighted with their interest in the venture. To ensure that the dinner would be a success Ev prepared a list of the names of the teachers attending the dinner and sent them to the associate and the trustees prior to the meeting. (9/2 : 1:41)

Acquiring a Teacher

On one occasion when we were discussing employment of staff, I asked Ev whether she had hired many of the teachers presently teaching at Padstow. She explained that most of the teachers were teaching at Padstow when she arrived, but Lola was one of the exceptions. She then elaborated, "Lola was a temporary and I had worked with her before coming here and I knew her value. Other principals had recommended her for continuous contract, but she had not received one. I knew her worth and strongly recommended that she be given a continuous contract and that is how we have her here."

Gives Counsel to a Teacher Regarding Her Application for a Continuous Contract

A teacher on a temporary contract approached Ev asking how she could gain a continuous contract with the district. Ev replied, "During next year you will become eligible for a continuous contract Rita. But you might want to call and make some inquiries. . . You need to know at what point you receive a continuous contract. . . Mind you, they aren't giving out continuous contracts just because of the number of days. . . There's over 170 people and only a handful will get them. . . In the last three years it has not been particularly easy to get a continuous contract. However, I suggest that you make inquiries."

In all the examples cited Ev demonstrated the pleading quality of the advocate.

Collaborator

The role of collaborator is another of the administrative qualities Ev demonstrated consistently throughout the study. The term collaborator for the purpose of this study is defined as one who seeks and listens to the opinions, feelings, perspectives and

convictions of others before reaching a final decision. Ev demonstrated the skills of the collaborator when involved in planning and decision making.

Staff Morale Committee Meeting

(10/11 : 8:10) Ev opens the meeting by saying, "It is time so I guess we will start." Ev is sitting halfway down the table at which all staff members are sitting. "The purpose of this meeting is to come up with a plan to enhance staff morale. You took notes last time, Wendy. . . Tom will you do it this time? Thanks! We have to start and I think that is part of the problem. We don't know where to start. . . As the administration I will take care of the custodial issues and then this committee will look at programs, plans, etc. Unfortunately the staff can't look at the cleanliness issue. The administration will have to do that! . . . The school policies and programs we combined those with the professional didn't we? . . . We need to look at the student conduct policy and develop ways to implement this policy more consistently. . . We could share some of these comments with the committee for student conduct . . . Yes, that could be part of the plan. . . I think that is an excellent idea . . . A kind of staff collaboration model . . . Maybe we could address that. . . I think the staff have indicated a feeling of isolation in the classroom. . . I'm picking that up . . . That certainly is a communication thing . . . Not necessarily division . . . There are two or three staff members that share among themselves, but it is not one hundred per cent over all. . . We could install a ventilation system so that the air is cleaned but it is not pure. . . I'm just wondering how you could approach making that kind of a decision regarding smoking in the staffroom . . . I like that. . . Two small groups, smokers and non-smokers, meet to resolve the issue. . . I think you are right and that would address a lot of the concern. . . It doesn't have to be teachers only but a lot of the ideas are for teachers communicating with one another. . . Just take the four teaching staff initially in the lunch hour. . . Do you think it would be good to have one of the new staff members? . . . Yes! That's a good idea!

So we will ask Rex and Alison and Tom . . . Um this committee should meet again after the smoking committee meets. . . Our next meeting? . . . Would that be burdensome to meet the morning of parent teacher interviews? . . . O.K. November 17 we will meet and we eagerly await the decisions reached by the smoking committee."

(17/11 : 8:10) Ev opens the meeting and looks at the results of the district survey. "Maybe we should go down and discuss those ten below. . . I would like to see if we have any improvement in any of these. . . We are up here on the board of education. . . We are down on communication within the district. . . We are up on supporting services. . . I'm not sure what that means. . . I think it was asked last year but it has been changed here. . . Another thing, there is an increase in the number who are very satisfied and that's a little bit significant. . . Staff morale here is pretty good. . . We are above when we compare with the district. . . What about we invite a trustee to a staff meeting? . . . Maybe we should go to a board meeting first. . . This would be good if the staff were interested. . . It goes from 7 to 9 p.m. It can go to 11 and 12 a.m. at the budget time of the year. . . Well we could circulate the board agenda. We could pick on a night. . . It would certainly all be voluntary. . . Then follow it up and see if the trustee can come to a meeting . . . Even if we had the trustee out or we attended a board meeting we will be getting ideas from the associates. . . I will look into the agenda for the next board meeting or should we not present all this at our staff meeting next Tuesday? Or should we wait, since we had to make a plan?. . . Perhaps we should present the entire plan to the staff. . . That will make it a December meeting. . . Who is on our education week committee?. . . Maybe we could ask Zena to invite her . . . The class size? . . . I have trouble with that because we have really good class sizes. . . Last year in May we had classes with 30 . . . but over three years we have . . . So I think that's been attended to I really do . . . The other one about assigned responsibilities . . . We should discuss that at our next meeting and maybe at that meeting we could put

together a written report to present to the staff. . . We could go early again any time this week? . . . Any lunch time this week? . . . It's interviews too this week, Lola. That's not good! . . . Will Tuesday 25th at noon be alright with you? . . . I will put the staff meeting business on the daily bulletin today. . . "

Staff Morale Committee Meeting

(12/1: 12:00) Ev opens the meeting. "Remember our staff's confidence in the trustees appears to be low . . . Both suggestions are excellent. . . Trustees and associates to have staff members to dinner . . . Then from there we might ask them to come out. . . I wonder if at our January staff meeting we could say this. . . Probably six, seven, eight or nine would be good. . . O.K. that will go on the agenda for the January meeting. . . Since our last meeting. . . This has been circulated to principals as a way of recognizing special efforts of the staff. . . Displayed in the school? . . . And then go into a file. . . So you would like it to be a personal thing and then into the file? . . . I just brought it along. . . I like this except if I am the giver of this kind of thing . . . I'm wondering when . . . I think there is a lot of merit in having some kind of recognition procedure . . . Padstow should have a plan to recognize special efforts on staff. . . No, I mean we could develop our own plan. . . We would have to facilitate the process, however, if this is to get done. . . I know that I say things on the evaluation, but does anybody else know? . . . That sounds good . . . Yes the person should decide what is done with the recognition. . . You are right. . . People do react differently. . . The five year pin, the ten year pin. . . Some people just cry they are so overwhelmed. . . Do you think then at our January meeting to the staff we could say that we have done a bit of talking about developing a procedure for Padstow. . . For those who have done something above and beyond the call of duty. . . Maybe I am saying. . . Is there a need to do this? . . . Sounds good to me. . . On assigned responsibilities, 82 per cent say 'Yes they do receive adequate recognition' . . . but still that 82 is less than the district's average. . . I

think this committee could get bogged down in looking at lots of trivial things . . . I have some concerns about perceptions of the trustees . . . There are some staff who never come to the staff room. . . What are your feelings on that? . . . I think we have done our job. . . We are going to tell them what we have done i.e., smoking, custodial care, the perceptions of the trustees and if they have a need of recognition of staff in some formal way and then we will vote ourselves out of a job!. . . No it has been good for us. . . And I think it will be good to report back to the staff. . . I will get these four points to them a week before for them to think about. . . I have discussed this with the associate and he has suggested that we meet for supper prior to a board meeting . . . Do you want to attach one of these? . . . O.K. . . Are you going to write this up? . . . Will you please? Thank you."

The Custodian

Whether working with one person or with a group Ev uses her collaborative skills. Ev and the custodian (Owen) prepare a report for the parks project. (19/11:9:07) Ev asks the custodian, "Do you have a copy of a sample of a letter of intent or do we have to wing it? . . . The letter is to be sent to?. . . I've never done a letter of intent . . . but I think a letter of intent would take out the major parts of our plan in a kind of narrative." The custodian explains to Ev the various components to be covered in the letter. . . The custodian then tells of the dreadful meeting he had attended the previous evening and how tempted he felt to resign. Ev responds, "It shows stamina . . . you got us what we wanted . . . I am wondering if you are ever going to get over it! . . . That is a BA you know!" (BA =Bad Attitude) Ev then laughs. . . Ev continues with the business of composing the letter. "O K! I'm thinking! Did Mr Kinsey ask for this? What date did he meet with the steering committee? There is a calendar over there. . . " The custodian gets the calendar and Ev writes the date down. . . Ev says, "What I will do is write a little spiel as a covering letter and have a report type document attached. . . What did we

call that park again? Oh I have it here. . . " Ev writes the title of the park down. "So far I have . . . " Ev reads what she has written aloud. . . Ev then remembers that the custodian had an appointment for a new position and says, "Wasn't Nov 8th an important day for you Owen?" The custodian responds, "Didn't you read yesterday's newspaper? They have put a freeze on all public service jobs so I may not even get an interview but I am not giving up hope." . . . Ev then says, "How about saying, 'this proposal is attached for your consideration?'" The custodian asks, "Is that enough?" Ev says, "That's enough." Ev then says, "I am going to say thank you for your support and assistance. . . Are you going to sign it, Owen?" . . . The custodian then asks, "Did we put . . . " Ev answers, "We've already got that here. . . Do we have to put down the address and all that business?. . . Do you have any of those projected population figures? . . . I am thinking that in the letter of intent we should say what population group it will serve. . . Couldn't we say it will serve as a playground for children living within a certain boundary?" The custodian makes a suggestion but Ev says, "I don't want to be that specific. I just want to say" . . . "O K" Ev says, "so give me those boundaries". . . (Ev writes down the boundaries but questions the custodian as she does so regarding how accurate the descriptions are.) "So actually we want to say they live . . . O K the existing site is how many years old? . . . Ten? . . . Has it been maintained or anything?. . . Then I want to go on to say . . . . " The custodian offers some suggestions for changing some words and Ev uses some of the suggestions. Ev continues "So they express their concern . . . " She looks out the window and then says, "Re-develop the park through the neighbourhood park development program . . . Ev then reads this aloud and says, "I should say (and corrects the word). . . Do I have to say the steering committee consists of . . . .? I wonder if I should go on about what the steering committee has done? . ." The custodian then says, "Do you want to say?" Ev responds, "Well that's what I've said." Ev then makes some adjustments to the text by reading it out aloud and changing some of the words. The custodian offers some

suggestions and Ev listens and makes a few changes. Ev says, "Owen, I need some sticky tape and scissors." The custodian goes to get the tape and scissors. While Owen is away Ev lights a cigarette. . . Ev then says to the custodian, "I have a problem, you said it cost them $3,000 for the second year yet according to this it cost them nothing. Why are you saying it cost them nothing? The custodian then explains what he meant. Ev then says, "I understand but that does not come through here . . . So what should it be? . . . So the total cost would be. . .?" Ev then writes the total cost down.

Staff Meetings

Prior to each staff meeting Ev prepared an agenda from items suggested by staff and from her own identified items. All staff members received the agenda well in advance. A typical agenda contained the following.

Wednesday, January 28, 1987

Padstow Elementary School - Staff Meeting

Staff Room

Start time : 3:40 p.m. End time : 5:00 p.m.

Agenda

Reports

* Financial Statement - Ev
* Professional Development Committee - Agnes
* Student Conduct Committee - Kevin
* Education Week Committee - Jacky
* Staff Morale Committee - Bob and Cindy
* Computer Lab - Agnes
* World of Writers update - Dean
* Running Club - Leo

* Budget Committee - Ev

* Park Project update - Ev

* Writing Program - Lola

Information

* Ptarmigan Book Depository - Ev

* Learning Resources (Centre for Education) - Ev

* Individual/Group Counselling update - Larry

* Buddy Day - February 12

* Saturday afternoon movie program

Discussion

* Art Exhibition - Kevin

* Student - Parent - Staff Attitude Survey - Ev

Attachments

Staff Meeting (28 - 1 - 87)

Ev opened the meeting at 3:40 by saying, "I guess we had better start." Ev is seated on one side of the table between two other staff members. All the staff are seated at a long table. (28/1 : 3:40)

Financial Statement : Ev presents a brief outline of the financial statement and then asks . . . "Any comments or questions regarding the financial statement? . . .

Professional Development Day : Ev then says, "We'll now move on to the next item on the agenda, the Professional Development Day. Thank you, Agnes. Agnes then tells the staff of the plans already in progress and answers all questions addressed to her. . . The custodian asks Ev whether they will need coffee and tea in the room. . . Ev responds, "Yes, we will have coffee and tea in the room." Ev then thanks Agnes for her presentation and the work she has done to prepare for the professional development day.

Student Conduct Committee: Ev says, "We'll now hear a report from Kevin on the work undertaken by the student conduct committee. Thank you, Kevin" Kevin then presents his report to the meeting. He then answers any questions directed to him. Ev says, "While we are still on the student conduct committee topic I'm wondering. . . We have nothing in place whereby the new students are oriented into the school and are given an understanding of the behavior plan. . ."

Ev speaks to the support staff present at the meeting. "I had asked the support staff along to this meeting to hear about the P.D. day but if you are anxious to leave you may but you are free to stay if you like."

Education Week Committee: Ev introduces the next item on the agenda and invites Jacky to report . . . Ev then says, "Now about the Education Week programs. . . I'd like to charge 50 cents for a book at the "Used Book Fair" and we could use the money for the park project. . .Is there any preparation underway for Little Red Riding Hood?. . . Well thanks very much Jacky and your committee. . ."

Staff Morale Committee: This item is introduced by Ev and then given to Bob and Cindy to report. . . Ev asks, "Did I ask you Bob to talk about a staff commendation form? . . . From the administration I feel I do get recognition when I do something well. . . Maybe, should we look at some kind of recognition model suitable for this staff? . . . I think . . . I know this is very very trendy these days. . . Also some people like to be given pins, etc. . . But it would be helpful for me to know what each member would prefer. . . I think we could look at that. . . What I'd like to do then . . . I'd like to think about it for a while. . . Perhaps when we are having our classroom evaluations. . . I think technically it is supposed to be the administration. . . Anyway think about it. . . We do need recognition. . . O.K. one other thing the committee discovered. . . Padstow scored low in confidence in the trustees. . . I wonder why those perceptions are so negative. . . I thought we could become familiar with the whole process of becoming a trustee. . . I spoke to Ted. He has invited any staff members who are interested to have

dinner with board members . . . We would be officially recognized by the board. . . I would like to do that . . . Perhaps February 10? . . . Purely optional and voluntary. . . What I'm going to do I'll check with Allan and I'll advise you all of the date and then we could have the trustees out for a bag lunch over the noon hour. . . Thanks Bob and Cindy."

World of Writing Week Again Ev introduces the item and then asks Dean to report. . . After Dean has presented Ev says, "I'd like to have the writing entries bound in a coil each week and placed in the library. . . The writers could also present their writing at the assembly. . . Some articles could also be published in the home bulletin. . . Thanks Dean."

Budget Meeting Ev says, "We have a budget meeting at noon next Monday. . . We need four people to run four groups. . . Thanks! We will divide the staff into four groups. . . Each group will be asked to identify 3 to 4 priorities. . ."

Park Project Ev explains, "The parents moved to accept the proposal from the city regarding the park project. . . The park will cost $48,000. The city will contribute $30,000 which means Padstow and St Agatha's and the Community League will contribute the remaining $18,000. We are in the process of striking a committee to raise funds . . . We are thinking of letting the kids know. . . By summer 1988 the park could be completed. . . Somewhere in the next month we will have to think about sharing that with the kids. . . We will also need to work with St Agatha's to raise the funds. . ."

The Book Depository Ev explains, "This is a place where various publishers leave new materials on display . . . They also have the latest equipment. . . The address is . . . They are open Tuesdays to Saturdays noon to 6 p.m. There are meeting rooms there also. . ."

Film Stock Ev elaborates, "This stock is becoming depleted. . . There will be no film library in the near future. . . No materials to be loaned out of any kind within two

years. . . That disturbs me, I am hoping that strong voices may be able to halt this. . . We would feel hard pressed if we lose that service. . ."

Counsellor After the counsellor has reported to the group Ev says, "I would like to encourage you if you have a student who is shy, introverted to make use of Larry. . ."

Buddy Day Ev announces, "Our next buddy day is February 12."

Saturday Movies The custodian reports on this item and Ev concludes by saying, "I am hoping to not have to have a problem with the behavior of the children in the future . . "

Art Exhibition The teacher responsible for this item presents his plans to the group. Ev then says, "You can't really have it outside. . . I had hoped it was one of those things to highlight in Education week. . . Maybe we could still have an exhibition for Education week? . . . Who will work with Kevin to prepare for this? . . . Thanks Elly and Lola . . Some parents to mount the pictures? . . . I'm sure we could all help put them up. . . Thanks Kevin."

Parent Survey Ev explains, "I attached the parent survey to the agenda for this meeting. . . We have the option to add two or three questions and I was hoping to have a little discussion here. . . What do you think of asking them, "Are you satisfied with your lunch program? . . . Are you satisfied with budget involvement? . . . We can add but we cannot delete. . . Could anyone think of something off the top of your head that we could ask? . . . O.K. I don't want to keep you any longer. . . Any Div 2 wanting to register any students in the Writers Conference? . . . Thank you."

<u>Staff Meeting (25 - 11 - 86)</u>

Ev opened the meeting at 3:40. (25/11 : 3:40) "You all have a copy of the agenda? . . . Any questions regarding the financial statement? . . . I thought you would like to know that we have cut back really well. Our expenditures are now within reason. . . The Personnel Department are asking for a volunteer to sit on an interview committee. . . Agnes, could you give us a few guidelines on the use of the computer? . . . Thank you

Agnes. . . Occasionally the University asks the district to become involved in surveys. . . . We were chosen . . . They are trying to address the problem, 'How you assess the effectiveness of an elementary school.' . . . Would you make sure your children are out of the way before you leave the school in the afternoons? . . . Now we are going to discuss our Christmas program, thank you Kevin . . . That's a really good point . . . I had intended to put that on the agenda and I forgot. . . I will get a newsletter ready. . . Do you need to get any help with the stage scenery etc.? . . . Maybe Dean I could ask you to . . . Now I would like to discuss some of the alternatives for our carol singing this Christmas . . . Who has any thoughts on how we should handle this carol singing business? . . . We could combine the carol singing with our last general assembly. . . Alright, we will do that. . . Teachers could get together if they wanted to . . . I see heads nodding so let's leave it at that. . . I think there is a tradition here . . . Is that what you would like to continue with? . . . Last year. . . Do you still want to do that? . . . O.K. we will have a Christmas tree . . . Could we ask the parents to bring some food for the food bank instead of a silver collection? . . . Maybe there will be a staff meeting and maybe not. . . So if there is anything else it will be put into your mailboxes. . . "

Staff Meeting (24 - 2 - 87)

Ev opened the meeting. (24/2 : 3:37) "You've had a chance to look at the financial statement. Any questions? . . . Also attached to your agenda were the budget priorities. We have four priorities this year. . . We would like your comments on these, utility costs? . . . If anyone would like to jot down some comments. . . . Student achievement? . . . We really have done an awful lot in improving and changing programs so we thought this year we would maintain the initiatives already taken. . . To improve student and staff morale. . . . It always has been a priority at this school. . . Then a community support priority. . . Again what we already do . . . Again our parent volunteers have been contacting new families. . . The last one. . . . We'll consult with staff and develop

procedures for our P D fund. . . Any reaction to those priorities? . . . I think the budget committee would really like to hear from you. When the budget committee meets tomorrow we hope to see where we can . . . Just to give you an idea of what the 5% cut means for our school . . .

	1986 -1987		**1987 - 1988**	
	No - 314		No - 312	
Certified Staff	$783,507	80%	$735,845	80%
Support Staff	$127,526	13%	$119,575	13%
Supplies	$73,876	7%	$64,386	7%

We have an additional amount for the French Immersion. . . Next Tuesday we will have a staff meeting on the budget at noon hour but if you have any suggestions or priorities please chat with the committee or with me.

In School Professional Development We need to revise the process of staff evaluations in some way. . . I have prepared this binder of documents. I have included the policies of the school board and the teachers association with regard to evaluation. . . I have also included documents from at least six or seven other schools. . . Have a look through everything. . . At the very end is a self evaluation. . . And when we meet for that April afternoon we will decide what to do for our staff evaluations of those in their second year.

Reports Our next reporting period . . . I am assuming that we will use the normal procedures. . . but please keep in mind your concerns regarding a child being held back and not promoted. . . Maybe we should decide on a late night right now."

Ev's Reflection on This Staff Meeting

"I get so mad with those teachers when they have nothing to say. . . They say things behind my back to their buddies. . . They have nothing to say about work conditions! . . . . They make me so mad!"

The Assistant Principal

Ev often collaborated with the assistant principal (Kevin). Many of the teachers and support staff often told me how well Ev and the assistant worked together "as a team." Ev began this conference with the assistant principal. (3/12 : 1:49) "I think we will do the pleasant things first. . . Christmas. . . Last year we didn't have an idea of doing anything together . . . Remember you and I were amazed they work eight hours a day and get no money. . . O.K. So . . . Do we want to do something separate for the support staff? . . . That's a lot of money! . . . I think that chocolates is a good idea but we need to change that for those in room x. Do you agree? . . . They were twenty dollars each! . . . We could take them all out to lunch. . . For my schedule . . . I am more worried about the time than the money. . . We could buy a bottle for the ladies and a bottle for the men. . . I like that one of having lunch together and visiting with them. . . I don't want to be formal . . . Just say, 'Because the support staff at Padstow is so special please join us for a Christmas luncheon in your honour' and then just type the time and date . . . Do you think it is too syrupy?

The next pleasant thing is the treat for the phone kids. . . Give them a cup of hot chocolate and donuts? . . . We could make up a little Christmas treat bag for them. . . I hate those things where we just sit around and eat. . . We should have a game or something. . . Like a Christmas Bingo game. . . O.K. You know what would be neat? If we had some Christmas cookies and they could decorate them. . . Do you think they have probably all done that anyway? . . . and they wouldn't think it a big deal . . . Now buddy day. . . That means that everyone will get something. . . Well we might just say go and pick up a name from Eileen's desk. . . I guess people are opting out and not doing anything. What is the point of doing it if people are opting out? We of course could be super angels and have other things there if someone doesn't get something. . . O.K. let's try that and see how it works. . .

It disturbs me when we have so many children in the office who could well do with some group counselling. . . I will have to get Larry more involved. . . How do we get more kids identified for group counselling? . . . Let's jot down some reasons for kids meeting with Larry. . . Being chronically late or absent. . . Being aggressive. . . Lacking organizational skills. . . In class disruptive students socializing too much. . . bugging somebody. . . A group of kids who are antagonistic to one another. . . I also want him to work with kids who are painfully shy. . . Kids who will not talk in groups. . . They have to learn to project their voices, to converse, to overcome their low self esteem. . . How are we going to identify those kids? . . . The teachers had that one opportunity to nominate potential . . . but they didn't do it. . . I think we should have a referral slip. . . So I could say. . . Follow up on this child's shyness. . . What are you thinking? . . . I have already spoken to him about the poor response from the teachers. . . I told him I wanted to get the teachers to identify these kids for us. . . Why don't you get some names from Div 2 and I will get them from Div 1 . . .We will make a referral sheet . . . I'm just going to say. . . Of your kids do any of these display these characteristics. . . Like even that magic circle for a half and hour a week.

I don't know if anyone has asked for an exemption. . . Some parents are very poor. . . What I would be tempted to do . . . I would write a letter saying that the children are not bringing the money for the supervised lunch program and if you are in financial difficulties please call me. . . Maybe get a copy of our lunch policy and get the kids to show their parents. Put Mr and Mrs on top. . . It can be painfully embarassing for a parent sometimes and I don't think as a principal that I am a bill collector. . . "

(20/1 :9:09) "We talked about the personal safety program. Specifically what do we intend to do? . . . So that will be an item on this staff meeting agenda. . . Telling them that it is not compulsory. . . I think there is some confusion about what is meant by the personal safety program. . . Is there a handbook? . . . Is it also my understanding about the school education program? . . . That if the teacher doesn't feel comfortable. . . I think what we need is a Div one person responsible for getting the materials and films etc. ready and distributing them and a Div two person . . . Can it be at a parent meeting? . . . The letter will go to every parent? . . . It is a school program. . . The February 16th parent meeting is that a possibility? . . . We budgeted money to purchase the kits . . . We can also access those films from the school health nurse. . . Should we get on the phone right now and get Anne to come out? . . . Let's phone her . . . You know the catalyst theatre thing? That's a presentation to the whole division . . . Why wouldn't our school counsellor be involved in this? . . . In the Div 1? . . . In Div 2 you might have more people comfortable to do their own. . . I'll speak to Lola or you could if you think that is a good idea. .

On January 29 there is an inter-agency meeting. . . Ben (the new custodian) and I were going to go but I have registered for an inservice that morning. . . Could you go? . . . I guess I was offering to go to ease him in. . . He might go by himself. . . So why don't we play it by ear but we should warn him that he may be going by himself. . . The inservice I signed up for has to do with that Diagnostic Reading Program . . . It is

available to all schools . . . We purchased it. . . A testing tool for teachers. . . Not only does it give the child's weakness but also a program to meet the child's needs. . . The meeting on January 29 is for principals. . . Now Sally would like to go and she may not be here next year and I don't know who to give that responsibility to . . . I was thinking of you . . . If you are going to be doing counselling next year. . . but you might not be here either! . . . I'm wondering if we should even worry about whether they are going to be in the school next year or not. . . You see the cumbersomeness of this is that it must be administered individually. . . Obviously this thing is going to be offered again and we'll pick it up this year or early in the Fall. . . Why don't you phone. . . I bet they are booked already. . ."

About Malcom (a student) "I've got to get him on a daily plan of some kind. . .
About Ursula I cannot have her teaching in the open area. . . It's an embarassment when she is teaching in there. . . Kids being rude. . . laughing and giggling. . . It is a disaster for Bob and Cindy's area . . . It's a real embarassment. . . It's intolerable we've got to do something. . . We will have to relocate her because we just can't have that. . . Well she can go in the Science room. . . Art room? . . . It's just poor modelling for the other students. . . The behavior plan is not being carried out consistently in classrooms. . . What can we do about that?"

Professional Development Committee

Ev opens the meeting. (9/2 : 2:15) "We have a few things we need to look at . . . Remember? . . . We need to look at in school release time. . . Staff evaluations. . . French Immersion and report cards for next year. . . February is not convenient for me with the budget. . . I think we have it clear in our minds the purpose of this first meeting . . . . That's a good idea. . . Let's put report cards for May then . . . Then maybe the French Immersion could be shared at a noon hour meeting. . . Now what about . . . for

the staff evaluation? . . I must have read ten to fifteen documents of what other schools use. . . The minimum requirements are . . . The initial written document for each teacher. . . I'm just wondering now about the teachers in their second year. . . There doesn't seem much sense to repeat myself. . . It is good for the first year but for successive years I have been considering alternatives. Maybe if I ask each one who has already been evaluated and see if they are happy with the form as it is or what suggestions they would have for changes. . . Now about the In school release time for Div 1 and Div 2 teachers . . . Maybe all the teachers involved could be present and Kevin and I could show films while teachers meet to discuss topics like student record cards, writing etc. ."

(7/4 : 10:45) Planning the PD afternoon. "Maybe what I'd like to see . . . Accept everybody's ideas initially . . . Ask them to rank these ideas. . . Maybe we need a committee afterwards to take all this input and design a format for the evaluation of teachers. . . What we could . . . After an hour. . . That committee will take them to the staff and ask them to rank them. . . It is redundant to keep doing it. . . Might end up with chart papers . . . O.K. what are the titles of the chart papers? . . . Criteria, Rating, Checklist, Narrative Style, Process. . . Let's put Year 1 and Year 2 there also. . . The policy says "Each staff member in the district will receive a written appraisal yearly. . . We should ask someone if they would agree. . . Let's put that down too. . . Now about the supervision for the movie. . . How about Ted and Penny? Yes. . . I could ask Kevin to settle the kids down first and then he could join us. . . Whoever has the evaluation binder should bring it. . . Now just prior to the meeting we should set up charts etc. . . I'll see Ben about providing coffee and tea and setting up the movie projector. . . What about the interns? . . . Will they feel left out if they don't come to the sessions? . . . They are involved in the same way as the first year teachers. . . At some point it would be good to bring the support staff . . .Perhaps the people who evaluate

the support staff should meet with them over lunch. . . Let's count how many will be there. . . Great! Thank you. . ."

The School Budget

Budget preparation for 1987-1988 began for Ev on November 17, 1986 and the Proposed 1987 -1988 Budget Plan for Padstow was presented to the Trustees in early March 1987. (See Appendix 4) Ev involved parents, staff and students in setting school priorities and in planning the budget. Ev's collaborative skills were clearly evident in every step of the budget preparation process.

Budget Meeting

This is an excerpt of the first budget planning meeting Ev conducted with the program co-ordinators. (20/1 : 10:25) Ev opened the meeting. . . "It is budget preparation time again and we had some considerations this year. . . We would like to be more organized. . . All subject areas given consideration. . . All staff members to put down suggestions? . . . The subject co-ordinators could then compile suggestions. . . and then state the name of the thing and the cost and where the money will come from to cover. . . . . We could discuss this at our staff meeting on Tuesday. . . If we discussed it on January 27. . . How long does it need to circulate among 19 people? . . . Well that's a Tuesday. . . Do you think one week is enough? . . . Will we have a separate section for books, audio visual etc.? . . . I think the program co-ordinator will have to prioritize in some way. . . necessities? ."

(20/1 : 10:44) "Lola will you please circulate the book with all the proper labels and stuff? Thanks!"

The Parent Budget Planning Questionnaire This consisted of questions regarding : curriculum, extra-curricula activities, home and school communications, parent involvement in the school program, report cards, parent teacher interviews, school organization (i.e. class groupings, etc.), student conduct policy, attendance policy and the child's attitude towards school.

The Student Budget Planning Questionnaire This consisted of the following questions :

- How do you feel about Padstow's student conduct policy?
- Have you been taking part in any extra-curricula activities?
- If yes, how do you feel about them?
- Do you enjoy being in your classroom?
- How do you enjoy being a student at Padstow?
- Your time to share : Things I like about Padstow
- Things I don't like

The Process of Setting Priorities and Budget Allocation

All responses from these surveys were carefully considered when planning the school priorities for the coming year. The staff were fully involved. Numerous lunch time meetings were held to review the previous year's priorities and budget and to plan next year's priorities.

(25/2 : 12:00) At this meeting Ev had the entire staff look at the numbers of pupils within the school and how they would each allocate teachers to meet the needs of the students for the coming year. "Mr Young and I have spent many hours on this and we welcome your ideas." The staff spent many noon meetings thinking about school priorities and budget issues.

Teachers' Perceptions of the Budget Planning Process

The process to reach consensus on school priorities and the spending of the budget allocation was certainly a tedious process. I questioned members of Padstow staff informally on their feelings about budget involvement. All but one said that although it was time consuming it certainly made them feel involved and more committed to the school.

In all the examples cited, Ev demonstrated consistently her collaborative skills. She sought the opinions, feelings, perspectives and convictions of others before reaching a final decision.

Image Maker

The role of the image maker is another administrative skill Ev demonstrated consistently throughout the study. The term image maker for the purpose of this study is defined as one who presents an attractive image of herself, the staff, the students and the school to the wider community. Ev ensured that she utilized all communication channels to present this desired image.

Appearance

Ev was fastidious about her personal appearance and always appeared attractive and well groomed. Ev also took pains to prepare well for any public function even to preparing the grace at the scout dinner to which she had been invited to say the opening prayer. The appearance of the school and its surroundings also gained Ev's attention in the year of the study. The School Beautification Plan developed at a professional development day is evidence of this.

Surveys and Questionnaires

Ev examined the results of all surveys and questionnaires given by the district or the school. She often referred to the opinions expressed within these surveys and questionnaires and took steps to address whatever legitimate complaints she deemed of importance. Having read her staff's responses to the district survey she established the staff morale committee to address areas of dissatisfaction among staff members. She also tried to bridge the indifference existing between her own staff and the trustees. Furthermore, she took the Grade Five childrens' feelings about the atmosphere within their classroom very seriously and referred to this when speaking with the class teacher. Ev also took pains to answer all surveys or questionnaires sent to her from outside agencies. During the study she completed questionnaires from the University of Ptarmigan on school effectiveness, the internship program and qualities of an effective leader.

Associations

Ev was secretary of the Council for School Administration for the province. She was on the executive for the Professional Development Committee of her region. She also held a position on the executive for the Elementary Principals Meeting for the distict. When asked why she was involved on all these committees she replied, "It helps me to become known within the district and it may stand me in good stead if ever I was thinking of promotion."

School Functions

Ev prepared well for all school functions. These included the monthly general assembly, her speech at the Christmas concert, her involvement in the Education Week activities and the Easter celebrations. She also served muffins, pancakes and strawberry

teas with the rest of her staff at important community celebrations held within the school.

Newsletters and Communications

Ev prepared the monthly newsletter fastidiously. She would decorate it with attractive pictures and would spend a good deal of time preparing it for publication each month. She also designed attractive school stationery for Padstow during the year of the study.

Meetings

Whatever meetings Ev attended, whether internal or external to the school, she would ensure that she was well prepared, that she had read the agenda and that she had fulfilled whatever duties had been assigned to her from the previous meeting. In one instance this involved a long distance phone call to the secretary of an association because Ev had not been able to attend the previous meeting. The meetings Ev planned within the school were well prepared, an agenda was circulated a week prior to the meeting, the purpose and the objectives of the meeting were clearly defined. Time was strictly adhered to and minutes were distributed within twenty four hours of the meeting being held.

Visitors

Ev always made visitors welcome to the school. The reading specialist, the social worker, consultants, parents, substitute teachers, the distict nurse were all warmly welcomed.

School Involvement in the Wider Community

Ev encouraged the staff and students to be involved in the community. One of Padstow's goals for 1986-1987 was "to increase opportunities for school and

community partnership." The children's art was displayed in the local shopping mall. The school choir performed at the district's central office atrium and in the local shopping mall. The children decorated shopping bags and the students visited senior citizens' homes and sang at Christmas time. The school was also open to the community for many functions throughout the year.

In all the instances cited Ev displayed her skills as an image maker. She consistently presented an attractive, professional image herself and worked untiringly to have the school presented as an attractive, positive environment for learning.

Loyalist

The quality of the loyalist is another administrative skill that Ev demonstrated throughout the study. The term loyalist for the purpose of this study is defined as one who supports and actively promotes the policies of the district. This role emerged when I was examining both district and school documents. I saw clearly that Padstow's priorities and the Ptarmigan Public School District's priorities for 1986 -1987 were similar (Appendix 3) Ev took the district priorities and then in collaboration with the Padstow school community assessed its needs and formulated school priorities within the scope of the district priorities. Thus the school priorities dovetail with district priorities.

Students' Request for a Valentines Dance

I observed Ev refer to district policy on the following occasion. (3/2 : 1:22) "Mr Young," Ev says laughingly, "What do you know about this underground movement to have a dance? . . . Apparently I'm having a delegation at 3:30 p.m. . . . I've heard that Agnes doesn't support it . . . The camp dance could be . . . And when I talked to Lola she thought you had said they could. . . She doesn't seem too happy about it either. . . I

could be reading the situation wrongly of course. . . My concern is that they are not allowed. It is district policy. I haven't been able to find it but they are not allowed to have a dance in an elementary school on any evening. . . I'm not even happy about taking time out of school. . . They want to have it for Valentine's Day from 2:30 to 3:30? . . . Who would go to this dance? . . . I will tell the kids that if this meets with the approval of the teachers. . . But I think there should be a quota on this type of activity. . . Why don't you four teachers talk about this? So that when you talk to the children you will have the same policy in place. . . O.K.?"

(3/2 : 3:35) Later that same afternoon the children arrive to ask about the dance. "I'm all ears! . . . Tell me about your plans. . . You are going to have food in the gym? . . . Who is going to be responsible for bringing the music. . . Are you guys ever well planned! Who has been helping you? . . . I spoke to Mr Y earlier. . . The four teachers. . . I was thinking . . . I think you should be prepared for a little change in time. . . Whatever your four teachers say it will be alright with me. . . but you guys sure did your job for sure! . . . O.K.?"

In the instances cited Ev demonstrated a loyalist quality in that she used district policy as a guideline for all her decisions and actions.

Tactician

Ev demonstrated the skill of the tactician consistently throughout the study. A tactician for the purpose of this study, is defined as one who undertakes planned action to gain a desired result. This result can be self preservation and/or self promotion. The word tactician implies combat meaning the individual is involved in tactical moves with the

purpose of self preservation and/or self promotion within the organization. Ev utilized her tactical skills in preserving and promoting herself within the institutions within which she lived and worked. She demonstrated through her behavior, strategic actions which she pursued to achieve the results she desired or with which she could live comfortably. These skills of the tactician became evident when Evelyn interacted within the institutions of the family, the school, the district and society (the wider community).

The Family

(a) When Ev separated from Bob and returned to the use of her maiden name she was responding to her own personal need, a need for self preservation.

(b) Within the family Ev appears to be in control. It was to please Ev that the family had breakfast together. In this incidence Ev employs tactics to get what she wants, a need for self promotion.

(c) Though Ev protested that she would have liked Bob to have taken more responsibility in the disciplining of the children she was more comfortable when in control and in fact achieved what was best for her in being the disciplinarian within the home.

(d) The fact that Ev rarely frequented the school at weekends and that she kept the number of evening meetings at the school to a minimum each month provides evidence of Ev's awareness of the importance of her personal and family needs. This is another example of both self preservation and self promotion.

The School

(a) Ev retained a certain distance from staff and saw this as an essential feature of her role as principal. I suggest that this was a self preservation tactic.

(b) Ev's collaborative decision-making style, which has already been delineated in this study under the role of collaborator, provides us with evidence of strategic planning on

Ev's part to have the staff reach a decision which Ev desired or with which she could comfortably live. Ev knew what outcome she wanted prior to a meeting of staff or parents and she directed the movement of the meeting accordingly. Sometimes this demanded patience from her but she seemed content to wait for as long as was needed to have the group arrive at a decision which she desired or with which she could live.

The District

The school district representative with whom Ev had most contact was the associate superintendent (Ted). The associate represented the school district to Evelyn. He was her immediate superior to whom she was accountable and upon whom she depended for recognition and promotion.

Ev informed Ted of significant achievements within Padstow school. She shared with Ted the new stationery she had designed. She spoke to Ted of the the excellent performance of the acting assistant principal and the Grade One/Two teacher whom she recommended for an award and she deferred to Ted on matters of staff allocation and budget deficits. Ev fostered a positive image of Ted among staff members and she demonstrated a tolerance for Ted's administrative style when she said to a peer principal, "Let's give Ted a chance to remember this on his own . . . I'll wait until I hear from him."

Ted rewarded Ev by asking her to be involved in a project at central office. He also recommended that Ev sit on an interviewing panel to select a new principal for a school within the Ptarmigan School District. Furthermore, he was instrumental in having Ev participate in many associations within the district thus giving her more recognition at district level.

Society

As the role of image maker illustrates Ev endeavoured to present herself and the school favourably to the wider community. This could also be seen as a tactic for self promotion.

In all four areas, the family, the district, the school and society (the wider community), Ev demonstrated her skills as a tactician to ensure self preservation and/or self promotion.

Discussion of the Roles

Though the roles in this study have been delineated as separate entities the qualities within each role can be found across one or more of the other roles. Each role, however, has its own emphasis and focus and provides a different facet of Evelyn's perspective. There is one quality, however, which permeates all eight roles and that is the quality of **teacher**. A teacher for the purpose of this study is defined as one who explains, shows, states and instructs. This quality of teacher is evident in all eight roles Evelyn portrayed. This finding suggests that an effective administrator must also be an effective teacher. Such a finding challenges recent suggestions found in educational administration literature that business managers with no teaching experience could perform the duties and responsibilities of the school principalship effectively.

The finding that an effective administrator must also possess effective teaching skills further suggests that there is an interrelatedness between the roles of teacher and school principal. For many years educators have seen the two roles as being distinct and non-related. Evidence from this study supports the view that effective teaching skills are essential in the execution of an effective elementary school principalship.

Staff Perceptions

Toward the end of the study in order to gain a more complete understanding of Evelyn's perspective and how others perceived her I asked the staff to answer a questionnaire containing the following:

1. Your sex? male_____ female_____
2. Number of years (including the present one) at Padstow?
3. Number of principals with whom you have worked in your career?
4. How many of these principals were male?_____ female?_____
5. If given a choice would you prefer to work with a male_____ or female_____ principal?
6. Would you care to elaborate on the answer you gave to number five?
7. Would you care to comment on your perceptions of Evelyn's administrative style?

I assured the staff that they would "be granted total anonymity" and that their answers would be "treated with utmost confidentiality." Furthermore the task was "completely voluntary." Twenty five members of staff received the questionnaire and thirteen responded.

Three males responded. Nine females responded and one respondent did not indicate either sex.

One male has spent ten years at Padstow and has worked with seven principals in his career. Six of these principals were male and one was female. If given a choice he would prefer to work with a female. His reasons: "Of all the principals I have worked with, Ev has been the best. Her style of administration to me has been the fairest. I would have no reservation working under a female administrator." His comments on

Ev's administrative style: "fair, understanding, kind, always thinking positive, strives to think the best interest for the children, reasonable to talk to, pleasure to work with."

One male has spent two years at Padstow and has worked with three principals in his career. Two of these principals were male and one was female. He has no preference for either male or female principals. He commented, "I don't believe it matters. What does matter is the competency level with respect to leadership, decision making, etc. Being a male it is nice to have a balance in opinions, values, intuitions, that may come from a female perspective. A system of checks and balances. This should be achieved with male principals if they consult with all staff. His comments on Ev's administrative style: "Ev is an administrator who has a pre-conceived idea of direction with respect to Padstow and education in general. Her decisions are always clear and calculated. She seeks opinions and feedback from staff regularly. She sets high expectations for herself and her staff with respect to curriculum and instruction. Staff appraisals are thorough. Ev facilitates ideas of staff and in doing so allows them to grow professionally. I have the greatest respect for Ev, especially her concern for students in our community. She understands her mandate and is dedicated to meeting those responsibilities."

One male has spent one year at Padstow and has not worked with any other principal in his career. He would work with either male or female administrators. His comments on Ev's administrative style: "Great! Outstanding!"

One female has been at Padstow for nine years and has worked with eight principals in her career. Seven of these principals were male and one was female. Her comments on Ev's administrative style: "Having worked with male administrators I was at first apprehensive about working with a female administrator. I have found however, that Ev's administrative style has laid any fears to rest. Ev is fair and supportive. She allows for and considers staff input. She executes her duties in a low key manner and

efficiently. At the same time she has the ability to put one at ease. She has been inspiring. I have and continue to enjoy working with her."

* One female has worked with nine other principals in her career. Eight of these principals were male and one was female. This female has no preference for either male or female principals. "I have great respect for only two of the nine principals with whom I have worked. Sex was not a factor. I'm afraid I have standards higher than most administrators can meet. The other seven range from poor to mediocre. Most do little to improve the quality of teaching and even less for teacher morale. Her comments on Ev's administrative style: "It would not be ethical for me to comment in a negative fashion without showing my comments to Ev. Therefore I am not prepared to comment."

One female has been at Padstow for ten years and has worked with six other principals in her career. Five of these principals were male and one was female. "I cannot answer number five. I have not had any problems working for any of the principals we have had here since I've come. I guess I must consider myself very fortunate because I feel I have learned a great deal from each administrator." Her comments on Ev's administrative style: "Ev is a very friendly person. I like the way Ev can discipline with a genuine smile. (Both children and staff.) I can say I really have enjoyed working under Ev's administration."

One female has been at Padstow for nineteen years and has worked with five other principals in her career. Four of these principals were male and one was female. If given a choice this person would prefer to work with a male principal. "I have found that men are on the whole, more understanding of women's emotions, feelings and work habits. Men seem to be more patient also. I find that female administrators

sometimes look upon their female colleagues as a "threat" to their positions." Her comments on Ev's administrative style: "Satisfactory!"

One female has been at Padstow for seven years and has worked with six principals in her career. Five of these principals were male and one was female. "If given a choice my preference would depend on the person as an individual and not their sex. I have no qualms about the fact that an administrator is male or female as long as he/she possesses good administrative qualities."

One female has been at Padstow for five years and has worked with three principals in her career. Two of these principals were male and one was female. If given a choice this teacher would prefer a female administrator. "Having only had one female principal it's hard to really say but if all of them are like Ev Green then I'd rather work for a female. There is more understanding and compassion. You feel like she really cares about each and everyone of us." Her comments on Ev's administrative style: "I think I have already summed it up in number six although I'm sure you yourself have seen her in all situations and she has that certain way with people. She's great! If you need someone to just talk to, she's there. And if she has to talk to you about something she does it in a way that it doesn't seem like you're getting the third degree."

One female has been at Padstow for two years and has worked with two principals in her career. Both principals were female. If given a choice this person would prefer to work with a male. Her comments on Ev's administrative style: "Excellent!"

One female has been at Padstow for one year and has worked with two principals in her career. Both principals were female. If given a choice this person would prefer to work with a male. "I would prefer to work with a male since I find it easier working under or side by side with one. I find that males are generally easier to please. They like their egos massaged every once in a while, whereas with females, there is an element of

cattyness involved." Her comments on Ev's administrative style: "Ev is very diplomatic and, therefore, a plus in the field of administration. Unfortunately I find that I always have to make the initiative to strike up a conversation with her. As an administrator she needs to give her staff more verbal or non-verbal praise in order to improve or maintain work performance. She needs to let her staff know where they stand in her books. Feedback therefore is vital. Informal feedback is the best kind."

One female has been at Padstow for one year and has worked with five principals in her career. Four of these principals were male and one was female. If given a choice this teacher would work with a male or female principal "for different reasons." "I feel that a male principal is usually more easy going and, therefore, more friendly and approachable. However, I feel this is due to the fact that they do not have the pressure placed on them as much as the female principal. Also, this easy going quality can at times be a disadvantage as they might not be as organized and/or reliable and responsible. (This does not apply in all cases of course, but most that I have encountered.) When considering the female principal I would have to say that they are more forced to prove themselves in a male dominated career. Therefore, they may not run as a relaxed type of atmosphere in comparison, and they may not be as approachable. However, I do feel that they will be very reliable and will always get the job done well and promptly. I feel they have to go more by the book to gain respect and prove themselves worthy, but they can be counted on at all times and one will always know that they will do their very best to accommodate you." Her comments on Ev's administrative style: "I feel that Ev is an excellent administrator. She has done everything possible to accommodate me which has been greatly appreciated. She is very reliable and precise and anything she undertakes is done extremely well and thorough. I do feel that Ev could be somewhat more friendly with some of the staff. (She is a very polite lady but could be more approachable to some.) However this could

be due to (as previously mentioned) being a female administrator and therefore gaining respect."

One respondent has worked with eight principals seven of whom were males and the remaining one was a female. "There are certain qualities that make a good leader. It doesn't have anything to do with whether the person is male or female. Both can be very effective leaders as long as they keep in mind that without their staff they wouldn't BE leaders. Some form of nourishment should be evident." This person's comments on Ev's administrative style: "I understand your need for feedback. However, I feel it is unprofessional to comment on one's style without commenting directly to the individual in question."

Summary

Preference for a male or female administrator

Two (one male and one female) of the thirteen respondents would prefer to work for a female administrator.

Three (all females) of the thirteen respondents would prefer to work for a male administrator.

Seven (two males, four females and one respondent without sex identification) of the thirteen respondents held no preference for either sex in the administrator. All seven said that as long as the person was competent the person's sex was not important. One respondent did not answer this question.

Ev's administrative style

Eight (three males and five females) of the thirteen respondents wrote very positive comments about Ev's administrative style.

Two (two females) of the thirteen respondents found Ev's administrative style 'satisfactory'.

Three (two females and a respondent who did not indicate sex) preferred not to comment on Ev's administrative style.

Student Perceptions

To gain a better understanding of Evelyn's perspective and to ascertain the impact she had on the children, thirty children were selected to answer a questionnaire. Three names were chosen randomly from each class. The answers have been recorded exactly as they were written. Where necessary I have added the correct spelling in brackets ( ).

What kind of a principal is Mrs Green?

She is a fare (very) gd (good) principal. I like hr (her).

She helps us. She is nius (nice).

Mrs Green is a nis (nice) prinsuol (principal).

Mrs Green is a kind and good principal. Mrs Green is not a mean principlal and she is feer (fair) to us.

Mrs Green is a nice principal in the school.

A good principal and nic so I like her.

A very good principal I ever had befor. And a nice principal to. I like her.

Mrs Green is a nice pretty prinsipal. She is cind to lots of people. She is nice to people.

Mrs Green is a nice principal. She is a good principal.

A very kind, nice and caring principal.

She is a best principal I seen.

Mrs Green is a very nice principal who help kid with thier problem. She is a very fair kid.

Mrs Green is very nice. She always helps when you have a problem and she enjoys kids.

One that cares for her school and teachers working for her. She is very fair and likes to play sports with classes. And she also likes to see kids smiling about what she does for them.

Mrs Green is a principal that cares about us when we are sad, mad happy or glad.

Mrs Green is a nice pricipal. She is friendly. When people are in trouble she helped them. Mrs Green is a fair principal.

Mrs Green is a very nice principal. I think Mrs Green is the best principal in the world. She is a very fair principal. Mrs Green is very kind. I like her.

She is a nice principal to be with students from Padstow school. She is helpful to me when I get in trouble. She helps me out.

Mrs Green was a very very nice principal and she wore very nice cloths.

Mrs Green is a kind principal that is expected to do her job. She is a very good principal and she is fair and sometimes watches classes when the teacher is out.

Mrs Green is a nice principal. She helps you by being kind.

She is friendly. She seems to care about us and what our feelings are. I think she is a good principal.

Mrs Green is full of ideas like Citizen Ship, Golden garbage can award and wordiest (worthiest) bath room award. Shes very nice and gives you help when you need it. Shes very fair.

Mrs Green is a nice kind and consiterate principal. She helps people out when they need it. She is a really teriffic person.

Mrs Green is a nice, helpful, fair, and a kind person. She is very smart and knows what she's doing.

Mrs Green is a good principal like she's kind, helpful and fun to be. Mrs Greens a person that you could count on. Our principal is the best.

She is a very nice principal. She gives awedes when were good and when we rite. She helps alot of kid. She orders equipment so we could have a better gym period and recess.

Tall, nice, very organizing, caring to kids, alway fair, intellagent and helpful.

She is nice. She does nice things for students in our school. She is fair and willing to help us at all times. I think she is a great personality.

She is a nice principal. She also cares for all students and for the school. She also talks to kids and helps with their problems or just to talk. She choose and makes good decisions like for a new custodian he's realy nice.

Pleasant memories are . . .

I got a (an) reod (award) it was rotr (writer) of the whec (week).

I like when Mrs Green came to my Bevre (Beaver) party.

Mrs Green colld (called) my name.

Mrs Green presented me for writer of the week. Fur the very fist time.

I read to Mrs Green and she gave me a sticker.

Giving somthing to her. I made a card for her.

She gave me a award befor.

She gave me a cizien of the mounth. On my birthday I gave her a cake.

She gave me a citizen of the month.

When she gave me the citizen of the month award.

I one to awards menteen (honourable mention) and wigth (writer) of the week.

When we write Mis Green a letter then she wrote us back with a very nice letter.

The time I had a problem and Mrs Green worked it out with me.

When she walks into the class and says that I'm the most quidest (quietest) person there.

The time she shoued up at grade 6 camp she was happy dancing with husban.

Mrs Green came into our room to take care of us when our theacher left to talk on the phone.

When she came in the class room and she helped me in my math. And I got it right. I liked it.

When I get to help teachers do things for there class.

When she thanked me for the cup cake I gave her and she said that me and my mom make very good cup cakes.

Mrs Greens allowing us to go to grade six camp and having fun at grade six camp.

She likes people that are really good to thier friends and thier teachers.

When she gave me the citizen of the month award and said "congratulations, today is a big day for you, you won this award and tonight you have to speak at your banquet."

When she announce's your birthday on the intercom or honorable mention.

When Mrs Green came to have supper with us at grade 6 camp. When she was reading out the citizen fo the month for each class. When she announced the golden garbage can award and the worthiest washroom award to our class and washroom.

At an assembly she was reading the citizenship awards and she called my name.

The pleasant memory was when she was in our class and helped us in difficult work.

She was fun at the grade 6 camp.

When I carrit some book reports to put in the riter of the week. On thursday she would annance mames. When it is the end of the she gave me a citizenship award.

When ever I'm in a bad prodlem she helps out and talks very gentle.

When I got on the honorable mention. And when I saw her help a little girl who got hurt on the playground. And when she dicided to get the playground equipment. And when she dicided to make a Padstow school park in the field. And when my name was announced for running at the Butter dome and at kinsmen.

When she presented me with a citizen of the month award. When she had a bottle drive to raise money for the school to have plants. That she talks to kids and helps them with

their problems. When she gave each class some equipment to use for recess. When she thought up having 'Writers of the Week.'

One time I won't forget. . .

She gov me a reop (award) I whus happy.

I like when she called my name. (honourable mention)

Weh she came in my clas.

I won't for get when she gave me a award. For citixen of the month.

I viseted Mrs Green and I gave her sum cookies and I taught to her and she gave me a big hug.

She presented a Citixen of the award!

She came to visit us befor.

I wount forget when she came in ar room. She looked at my work.

She gave me a behavior plan.

The time I got the citizen of the month award.

When me and Pete where fiting all of us work it out.

I won't forget when she put me in this school and I was so happy.

When Mrs Green awarded me the citizenship award.

When she annnuced that she was going to get evrybody to gether so we could earn anough money to buy new sports equipment and new frames and a new park and also new chairs so are school could have the stuff we enjoy.

When I went to her office with a guy and she both wanted to have our side of the story I was not scared because she both treated us equily.

I will not forget when my friend tripped me and I got a bleeding nose or when I got punched in the nose at recess she help me and she understood acsidents.

The time Mrs Green came in to the class and the boys were talking to me and I had to talk to them and I felt inberest.

When Mrs Green helped me when I got in trouble.

She called my name for the lunchroom award. When she came to our school.

Is when she agreed on having to spend money on school equipment.

When Mrs Green gave me a Bithday wish.

When she came out to grade 6 camp for the day and she wanted to see our cabins and when she came into ours I was under the bed putting the clothes and stuff out. Was I embarassed.

Is all the nice things she did for our school.

When her and her husband came to grade 6 camp and had supper with us and came to our dance.

Was at camp when her and Mrs Green came out to visit us. They came for supper and the dance. At the dance Mr and Mrs Green had lots of fun.

I won't forget the time at the Grade 6 camp at the dance.

When ever I sea her she sis hello and I would say hello back to her.

Is the time I had my 6th honorable menchone and I'll never forget.

Is when I fell down and got hurt and she helped me to the office and she got me an ice pak to put on my leg.

Is when she announced me for an honorable mention for "writer of the week" and honorable mention for "Citizen of the month'.

Summary

To the children Ev was someone who was kind, gentle and fair. She was seen as an arbitrator, a decision maker and the children were comfortable with this style of leadership.

Reflections

(a) As I look back over the data in this chapter I see the inconsistencies in Ev's concept of herself and the manner in which she is perceived by some of the male and females on staff.

(b) I also see a person very much in control both at home and at school. Ev demonstrated tremendous will power in maintaining such control and yet strangely enough she lamented so often to me that she had no will power to stop smoking. She told me she had "tried so many times before and failed."

(c) Ev's smoking habit is significant. She expected so much of herself and tried to perform all roles expected of her in a perfect manner. She always appeared to be in control and was exposed to numerous stressful interruptions every working day. Smoking, I believe, was Ev's outlet for the tensions she experienced within herself and within the administrative role.

(d) Though Ev complained about Bob's lack of support in disciplining the children within the home I suspect that Ev felt more comfortable being in control at home as well as at school. This is evidence of another inconsistency. Ev resented being the disciplinarian in the home and yet I believe she was more comfortable when she was in control.

(e) Ev's struggle to make time for herself and her family and at the same time provide effective leadership within the school is also significant. This struggle to balance and give priority to one's personal life is often overlooked by administrators and yet if not attended to can result in "burn out" and/or divorce or separation. At the conclusion of the study Ev had not arrived at a comfortable balance but she was working towards one.

At the commencement of the study Ev would prepare the evening meal the evening before a parent meeting and leave it for the family "to heat up." Toward the end of the study Ev told me that she was gradually "weaning" the family from their dependency on her and she did not prepare the evening meal the night prior to a parent meeting but left the family to prepare it for themselves. When I asked her how she felt about this she said she was becoming more comfortable with it but she was still plagued by guilt feelings at times.

(f) Ev's view of career is an interesting one. She is more concerned with what is of interest to her than the power of a position or the salary it would attract. She also does not see herself as a career principal. I wonder whether Ev's view is common to married females whose husbands are also earning. Such women have the privilege of dabbling in the workplace and doing things of interest to them. One wonders whether a single female with or without dependents would feel as free to dabble. Perhaps the single female has similar pressures to those experienced by the married male who is the sole income earner.

(g) The separations also have significance. The first separation provides evidence for us of Ev's awareness of her own personal needs and the importance she places on retaining her own identity apart from that of her husband. She gave evidence of this in choosing to use her maiden name. Bob thought that the second separation was brought on at least in part by the pressures both he and Ev were facing in their respective jobs. Bob managed a business and Ev was an elementary school principal. Both used one another as sounding boards. One wonders just how much a relationship can take when both parties are involved in responsible positions. This may be one of the many reasons why few married women with families apply for administration.

(h) Ev demonstrated an effective leadership within Padstow School. She was competent, she accepted her responsibilities and executed the tasks expected of her even when this involved the termination of a teacher. She was in tune with the philosophy of the district in which she administered, she was open to different teaching styles and she was keen to introduce new programs into the school for example the French Immersion program. She demonstrated that she was an enabler, an empathizer, a challenger, an advocate, a collaborator, an image maker, a loyalist and a tactician. Yet she was never trained in leadership or administration. She appears to have learnt to become an effective administrator through her intelligent transference of lessons learnt from courses taken in other disciplines and from her own experience. This is particularly evident in three major areas of her administration namely, teacher evaluation, discipline and school based budgeting. Ev was never taught how to evaluate teachers yet she was able to transfer the knowledge she had gained from an effective teaching course and was able to apply it appropriately to the evaluation process. Likewise she was never taught how to discipline children yet she herself said that she learnt "what not to do" from teaching in some schools in which she found certain discipline techniques unacceptable to her. She said she knew she would have to find her own style. School based budgeting was introduced within the Ptarmigan School District and principals were given preparation for its introduction but Ev brought to the implementation of the budget within Padstow school her own unique talents and perspectives with regard to community involvement and collaborative decision making. In all three areas namely teacher evaluation, discipline and school based budgeting Ev demonstrated that she was able to transfer the knowledge gained through courses and experience and apply this knowledge to the task in hand even though she had received no formal leadership training. Perhaps this is the essential talent of a leader, the ability to transfer knowledge gained from study and experience and to apply it appropriately to the task in hand. This finding may have implications for the selection and future training of school administrators. Perhaps we

should be looking more closely at the previous experience of aspiring candidates and perhaps the most appropriate preparation for leadership may be an internship.

(i) Ev demonstrated her teaching skills in all the eight roles delineated in this chapter. This is an interesting finding. It challenges suggestions found in administration literature that business managers with no teaching experience can perform the duties and responsibilities of the school principalship effectively.

(j) By outlining in detail the manner in which Ev disciplined the children, evaluated teachers, conducted staff meetings and prepared the budget Ev has shown us one effective way that each of these tasks may be accomplished. These descriptions may prove valuable to other practising administrators in providing a practical, step by step outline of how to accomplish these tasks effectively.

(k) The students were the centre of Ev's philosophy and she gave evidence of this in many of the roles she performed but especially in those of empathizer and challenger. In the role of empathizer she spent many hours with the children helping them to make informed decisions. As challenger she worked with teachers to improve teaching techniques so that the students would enjoy quality learning experiences.

(l) Being privileged to shadow an administrator of Evelyn's calibre for eight months proved to be a most enriching learning experience for me. I learnt from observing Evelyn better ways of disciplining children and evaluating teachers than I had practised as an administrator prior to this study.

(m) It was not until I had completed this chapter that I realized I had interpreted the data through the eyes of an administrator. My experience as an elementary school principal

led me to examine Ev's style and perspective through my administrative eyes. I saw the skill with which she handled the many and varied responsibilities inherent in the position. This is evident in the eight roles which emerged from the data. It was this insight which led me to call this study "Through a Looking Glass." It is my background and the manner in which I have presented and interpreted the data which has made this study so different from both Wolcott (1973) and Shenkle (1985). The similarities and differences of the three studies will be discussed in the next chapter.

Chapter IV

AN ANALYSIS OF THE THREE STUDIES

In this chapter the findings of this study are compared and contrasted to those of Wolcott "The Man in the Principal's Office" (1973) and Shenkle "The Woman in the Principal's Office" (1985).

Purpose of the Research

Wolcott's (1973: xi) purpose was "To describe and analyse the elementary school principalship from a cultural perspective." Shenkle's (1985) purpose was "To describe a woman principal in context over time" and the purpose of this study was to describe and explain the perspective of one female educational administrator.

Backgrounds of the Researchers

Wolcott was an educator and an anthropologist, Shenkle a doctoral student and an educator (she does not ever explain the term 'educator') and I a doctoral student and an experienced elementary school principal. All three studies describe the context and the informant in detail. Each study, however, has its own particular analytical focus which I believe stems from the researcher's background. Wolcott, true to his anthropological perspective and purpose, concentrates on what Ed Bell does and with whom he interacts within Taft School and within the Columbia Unified School District. Shenkle, true to her purpose, describes Betty Bowers, the woman, and Betty Bowers the principal, within Frances Case School and within the Douglas School District. This study describes Evelyn Green and what she does within Padstow School and within the Ptarmigan Public School District and then focuses on the skills Ev demonstrated in

performing her administrative tasks. The data in this study has been analysed from the perspective of an administrator.

Choice of Informants

Wolcott's Ed Bell was a full time supervising principal, who was responsible for only one elementary school, was not new to administration or to a particular building, was male and regarded himself as a career principal. Shenkle's Betty Bowers, possessed all the criteria outlined by Wolcott's Ed Bell with the exceptions that Betty was female, did not consider herself a career principal and was also considered successful by significant others. Evelyn Green possessed all the criteria outlined by Wolcott's Ed Bell with the exceptions that Evelyn was female and that she did not consider herself to be a career principal. All three informants were married. Ed Bell had four children two of pre-school age and two in senior high. Betty Bowers had one child in junior high and Evelyn Green had two children, one in junior high and one in senior high. All three informants were reared in a rural setting. Ed and Betty enjoyed a secure two parent family upbringing and both families attended church regularly. Evelyn was also reared in a rural setting but her childhood was not as secure and the family with whom she was reared was not a church going family.

Field Techniques

Participant observation (shadowing) was used in all three studies. Wolcott spent approximately one academic year (ten months) in blocks of time within the field. Shenkle spent five periods of approximately ten days, amounting to 120 hours each block, over eight months. I spent on the average of three days each week at the site over eight months.

Schools and Districts

Ed Bell's school had a population of 400+ in a comfortable suburban neighbourhood. Betty Bower's school had a population of 700+ in a comfortable surburban neighbourhood and Ev Green's school had a population of 300+ in a lower socio-economic neighbourhood of the city. Ed's school district was highly centralized and offered him little autonomy. Both Betty and Evelyn enjoyed a more decentralized school district governance and appeared to have more autonomy especially with regard to budgeting and employment and deployment of personnel.

Philosophies

All three informants claimed to have a child centered philosophy and all three demonstrated this philosophy in different ways. Ed seemed interested in the children but it seemed to be a general interest. Betty was involved in many programs catering for the individual needs of each child and Ev spent a great deal of her time counselling children and giving them guidance. Ev also perceived the final outcome of teacher evaluation to be the enhancement of student learning.

Family was said to be the top priority by all three principals yet it was only Evelyn who demonstrated that the family was as important to her as was her role as principal. Ed's wife felt that school took him away from the family and Betty's family really resented the amount of time she spent on school affairs. Furthermore, Ed and Betty appeared to spend much time out of school hours at nights and on weekends attending to school business. Evelyn on the other hand spent on the average of two evenings a month at the school and she rarely ever went back to the school on weekends. Weekends were the times she spent doing things with the family.

The social activities undertaken by the informants also provide evidence of the importance each placed on the family. Neither Ed nor Betty took time to engage with their spouses in many social activities. Evelyn however, enjoyed the company of a wide circle of friends, both male and female. She also enjoyed playing Bridge with her husband and friends regularly. Furthermore, Ev enjoyed entertaining and going to parties.

Of the three informants, Ev appeared to be the only one to address the goal of personal integration or wholeness. She demonstrated her awareness of the need for personal identification when she chose to use her maiden name. Her two marital separations and the subsequent reunions also signified that she was very much aware of the importance of relationships and family. Her smoking of which she was so embarrassed provided her with an outlet for the tensions she experienced within her from the demands of both her administrative and domestic roles. Neither Ed nor Betty seem to have adequately addressed this issue of personal integration or wholeness. They both appear to have ignored personal needs. At the time of Shenkle's study, Betty had already suffered two slight heart attacks and appeared to be making no effort to reduce her workload. For both Ed and Betty their outlet seemed to be to take on more work and to fill every waking hour so that they had little time to become aware of unmet personal needs. Ev also enjoyed a healthy social life which seemed to have eluded both Betty and Ed.

Ed's family rarely contacted him throughout the school day, yet both Betty and Evelyn spoke to one or more members of their immediate family at least once each day. The roles of wife, mother, sister and daughter were not discarded when Betty and Evelyn went to school, yet Ed seemed free from the hinderances of other roles while administering the school.

Another time consuming activity at nights and weekends for both Ed and Betty was their involvement with their church. Ev did not have a strong affiliation to any church group but she demonstrated in her administration similar values to those imparted by both Ed and Betty. Ed's role within his church was a much more public one than Betty's. Wolcott explains in his study that many male principals at that time (1973) accepted church responsibilities in conjunction with their administrative role. They were seen as public figures within the community and were expected to assume a public position within the community. Community expectations of the female principal, however, appear to be quite different. This could be attributed to the differing expectations society has for the female. Should she be an administrator she is still expected to be heavily involved in the roles of wife and mother. Hence it is presumed she would not have the time for such public involvement. With respect to the church involvement, women in our society are not expected to be leaders within church communities and indeed some churches actually discourage women from taking a leading role within their congregations.

Similarities and Differences

All three informants were gregarious and approachable. Ed seemed very accepting and hospitable to all who came to Taft. Betty possessed a phenomenal memory and could remember names and facts about different people and had the ability to recall these when meeting a person. Betty was also very demonstrative with the children, giving them lots of hugs. Ev, though approachable and friendly, kept a certain distance. She would pat a child on the head or shoulder but was not given to hugging. With the staff Ev was quite content to sit quietly and not initiate conversation whereas Betty seemed to be the initiator of many interactions.

All three informants appeared to be efficient managers and were able to cope with the numerous interruptions of a typical day and at the same time were able to execute the administrivia inherent in the role. The routines of each day seemed strikingly similar in all three schools.

The pace of life within Taft and Padstow schools seemed similar. Both Ed and Ev appeared to have realistic expectations of their teachers and although the atmospheres in both schools appeared to be very busy, the pace was not frantic. One gets the impression at Francis Case that Betty's dynamic approach stretched the teachers to their limits and led to a more hectic pace within the school.

All three informants spent a great deal of time working at their office desk yet all three considered themselves to be highly visible. All three informants also spent a great deal of time attending meetings on the school site and elsewhere.

Both Betty and Evelyn had a group of females on their staffs who seemed less than content with their administration in one or more of its aspects. The males on both Betty and Ev's staffs seemed more accepting of the female administrator than were the females. Ed did not seem to suffer from an unsupportive cluster of females. This finding supports Shenkle's suggestion that perhaps some females are less able to see the task in hand and are more apt to concentrate on the emotional relationship that exists between the female administrator and themselves.

Neither Ed nor Betty delegated much authority to others on staff. This was not the case with Evelyn. Her assistant was assigned areas of responsibility and was given the authority to make decisions in these areas.

Ed sponsored aspiring males on his staff to move up the ladder of promotion. Betty did not seem to pursue this activity. Evelyn however, supported and encouraged both males and females as has been delineated through her enabling role.

Ed seemed rather unclear of the role description of the elementary school principal. This was not the case with either Betty or Evelyn. Both women demonstrated that they not only knew of their responsibilities but also carried them out with energetic commitment. This was particularly evident in the area of teacher evaluation. Ed seemed to perform less competently in this area. Both women documented in detail the lessons observed and gave very thorough feedback to each teacher. Ed's evaluations appeared to be based on minimal observations and subjective impressions. Both female administrators did not shirk their duties of challenging the less competent and of refusing recommendations for continuous contract to some teachers. Ed seemed incapable of giving negative feedback and in one instance actually reworded the evaluation after the teacher challenged his judgement.

Ed appeared to have made many decisions on his own. Betty and Ev, however, used the collaborative mode. They both consulted frequently with others before reaching decisions however, both were so well prepared for all meetings in which the collaborative mode was utilized that one wonders whether in fact decisions had already been made and that the collaborative model was invoked simply to confirm previously made decisions.

Neither Betty nor Ed seemed all that concerned about personal appearance. Both Wolcott and Shenkle refer to the shoddiness of the shoes each wore to school. This was not the case with Evelyn. She was meticulous about her appearance.

None of the informants had much time for professional reading during school hours. Ed was literally "forced" by School District regulations to do some University courses. Betty seemed to do professional reading at home in preparation for her numerous public lectures. Ev's professional reading consisted primarily of the monthly journals for teachers and administrators that came across her desk.

Neither Betty nor Evelyn saw herself as a career principal. When Betty was questioned about the possibility of becoming a superintendent she said she would "wait and see." Similarly Evelyn had no plans about her future but she liked to do work which was of interest to her. Neither woman had planned her career and was not intending to plan for the future. Ed on the other hand had taken opportunities offered him by mentors in the past and felt that he had arrived at his career goal. He saw himself continuing in that role for many years to come. Neither Betty nor Evelyn had mentors. Both had pursued study as an interest and this had led to their promotion.

Betty was a very public figure. One could describe her as dynamic She was one who obviously put all her energy into her career and her public image. She was a person who seemed to thrive on being involved. She lectured at the University in the evenings as well as being on the executive of numerous associations (both professional and political) within the district. Ed and Evelyn were more private figures, both belonged to professional associations within the district but neither were involved in any political associations.

All three informants were in Wolcott's terms, able to create "a sense of purpose among the majority of those with whom they interacted" and hence demonstrated leadership.

Summary

Having analysed the three studies I will now address the questions presented in Chapter One.

(1)*What impact would the span of thirteen years have on the nature of the principal's role?*

Wolcott asserted that the principal's role was not clearly defined in 1973 in the Columbia School District and that Ed spent a great deal of time along with his peers in trying to discover the parameters of the principal's role. Betty and Ev both demonstrated that they possessed a clear understanding of their role and their responsibilities. They also demonstrated that they possessed the necessary skills to undertake and execute these responsibilities competently. I would suggest that the role responsibilities of the principal in both the Ptarmigan and Douglas School Districts are more clearly defined and understood by administrators.

Another changing aspect of the principal's role lies in the amount of autonomy that principals in the school districts under discussion seem to enjoy. Both Betty and Evelyn appeared to have been given more autonomy than Ed in the areas of budgeting and employment of personnel. Evidence in this study and in that of Shenkle's indicates that the two school districts under examination are tending towards decentralization at least in the areas of budgeting and employment of personnel. One wonders if this trend is more widespread.

From the evidence of the three studies there appears to have been slight changes in the practice of evaluation over the thirteen years within these three districts. Wolcott in 1973 stated that the "evaluation ceremony served the needs of the organization better than it served the needs of the individual. . . it reaffirmed organizational rules and policies imposed within the hierarchy by which schools are organized and

administered." After observing Evelyn conducting the process of evaluation I suspect administrators are coming to terms with the what and the how of the evaluation process, but they have yet to address the why adequately. One is left wondering how much impact on student learning the evaluation process is really having and whether in fact two observations per year, per teacher, are adequate for improving instructional techniques. I also wonder whether 'peer coaching' would be more effective in improving instructional techniques than the type of formal evaluation documented in this study. Although there has been some improvement in the training of administrators in the process of evaluation (i e., Ev and Betty both demonstrated that they knew what to do and how to go about it) one wonders whether the evaluation process still serves the needs of the organization rather than serving the needs of the individual teacher and student.

(2)*Would I find differences in the manner in which the male principal performed his tasks as opposed to that of a female?*

Any differences which existed in the manner in which tasks were performed by Ed, Betty or Ev could only be attributed to differences in personality or style, but not to gender. This issue of gender was really one of the key questions which led me to undertake this study. Yet after shadowing Evelyn and then reading Wolcott and Shenkle I could find no differences in task performance which could be attributed to gender. Perhaps the role and expected duties of the elementary school principal are so well delineated that there is little scope for gender differences in the performance of tasks. Or it may be that I am female and so immersed in the north American culture that I am unable to see the gender differences in task performance. Perhaps gender differences may be detected in the performance of tasks if the researcher and the administrator were of a different sex.

The impact of the family in daily life was significantly different between Ed and the two females. This is a gender difference but it is not specifically related to task performance. Ed's family rarely contacted him throughout the school day, yet both Betty and Evelyn spoke to one or more members of their immediate family at least once each day. The roles of wife, mother, sister and daughter were not discarded when Betty and Evelyn went to school, yet Ed seemed free from other roles while administering the school.

(3) *Would the cultures in these three schools be similar or would there be significant differences?*

Goodenough (1976) states that the "Culture of any society is made up of "the concepts, beliefs and principles of action and organization." The "concepts, beliefs and principles of action and organization" in the three schools, Taft, Francis Case and Padstow and their school districts were more similar than they were different.

(4) *Would this study necessitate a re-examination of the theories generated as a result of Wolcott's study?*

Wolcott (1973) concluded his study with one basic assumption. He asserted that

> Principals act as formal bearers of organizational and societal traditions and . . . serve their institutions and their societies as monitors of continuity.

There is evidence in this study and in that of Shenkle to support this assumption. Both Betty and Evelyn spent a great deal of time in what Wolcott termed "variety reducing behaviors" both with staff and students. Though Ev did encourage differences in teaching style among her staff when it came to recommending the teacher for the award it was the traditional teaching style that Ev recommended. The other style, though appreciated by Ev, was "very different" and Ev felt that it would not be found to be acceptable to those judging the competition. Ev also demonstrated that she was very committed to supporting and

maintaining the school according to distict priorities and expectations. She also placed before the children the values of the society of which she was a member and encouraged the children to emulate those values. Hence one could say she served the institution and society as an agent of continuity. Throughout the time of the study I witnessed minor changes to curricula but no major structural changes occurred. The fact that little change occurred within the school further suggests that she acts an agent of continuity. One wonders however how much scope principals actually do possess to be agents of change within their institutional setting.

Conclusions

Having conducted this study and compared the findings with those of Wolcott (1973) and Shenkle (1985) I have reached the following conclusions.

(1) The nature of the principal's role has changed little in the span of thirteen years.

(2) Differences existing in the manner in which tasks were performed could be attributed only to differences in personality or in style but not to gender.

(3) The cultures of the three schools were more similar than they were different.

(4) "School principals act as formal bearers of organizational and societal traditions and serve their schools as monitors of continuity" (Wolcott: 1973) not of change.

Chapter V

CONCLUSIONS

Summary of the Findings

The purpose of this study was to describe and explain the perspective of one female educational administrator namely Evelyn Green an elementary school principal at Padstow School within the Ptarmigan Public School District within a province of Canada. The study revealed that Evelyn was a competent, energetic, committed elementary school principal who demonstrated consistently throughout the study, eight roles or characteristics of performance namely enabler, empathizer, challenger, advocate, collaborator, image maker, loyalist and tactician.

Enabler - one who is able to recognize the potential of another, alert the other of this potential, invite the other to explore new avenues in which this potential might be realized and support the other in whatever action he/she decides to undertake to utilize this newly discovered potential. Ev demonstrated her ability as an enabler when interacting with the custodian, acting assistant principal, assistant principal and teachers.

Empathizer - one who seeks to understand another's situation and motivation for action and then challenges the other to make informed choices about future behavior. Ev demonstrated this quality when dealing with student discipline.

Challenger - one who observes the other, provides documentary evidence to support the observations made, affirms the other's strengths and then challenges the other to address areas of growth and further professional development. Ev demonstrated these skills when evaluating teachers.

Advocate - one who pleads on behalf of another. Ev pleaded on behalf of her teachers to central office and to other agencies.

Collaborator - one who seeks and listens to the opinions, feelings, perspectives and convictions of others before reaching a final decision. Ev demonstrated these skills when involved in planning and decision making.

Image Maker - one who presents an attractive image of herself, the staff, the students and the school to the wider community. Ev ensured that she utilized all communication channels to present this desired image.

Loyalist - one who supports and actively promotes the policies of the district.

Tactician - one who undertakes planned action to gain a desired result. Ev gave evidence of tactical skills when interacting within the family, the school, the district and the wider community.

Though the roles or characteristics of performance in this study have been delineated as separate entities the qualities or skills demonstrated by Evelyn within each role can be found across one or more of the other characteristics of performance. All are interrelated. Each characteristic, however, has its own emphasis and focus and provides a different facet of Evelyn's perspective. There is one quality, however, which permeated all the eight characteristics of Ev's performance and that was the role of ***teacher*** which has been defined for the purpose of this study as one who explains, shows, states and instructs. Ev demonstrated she was a teacher in every role she performed. This finding, namely, that an effective elementary school principal must also be an effective teacher has implications. It challenges suggestions found in

administration literature that business managers with no teaching experience can perform the duties and responsibilities of the school principalship effectively. Secondly, it provides evidence of the interrelatedness of the roles of teacher and school principal. For many years some educators have seen the two roles as distinct and non-related. So often one hears in school circles, "They always take our best teachers and turn them into administrators, a job totally unrelated to the classroom." The evidence of this study suggests that the two tasks, that of teacher and principal, are interrelated and that the effective elementary school principal must also be an effective teacher. This finding has further implications for those involved in the selection of administrators and in their subsequent training programs. Candidates aspiring to the elementary school principalship need to possess effective teaching skills and training programs offered to candidates ought include a very strong teaching component.

Evelyn demonstrated an effective leadership in Padstow School and yet Ev had received no formal training in leadership or administration. She appears to have learnt to become an effective school principal through her intelligent transference of lessons gleaned from various courses undertaken in other disciplines or in the general field of education and from her own experience. This was particularly evident in three major areas namely teacher evaluation, student discipline and school based budgeting. Ev was never taught how to evaluate teachers yet she was able to transfer the knowledge she had gained from an effective teaching course and was able to apply it appropriately to the evaluation process as the evidence under the role of challenger indicates. Likewise she was never taught how to discipline children yet she herself said that she learnt "what not to do" from teaching in some schools in which she found certain discipline techniques unacceptable to her. She said she knew she would have to find her own style. The evidence presented in this study under the role of empathizer suggests that Evelyn's own style of discipline was most effective. School based budgeting was introduced

within the Ptarmigan School District and principals were given preparation for its introduction but Ev brought to the implementation of the budget within Padstow school her own unique talents and perspectives with regard to community involvement and collaborative decision making. The evidence of Ev's collaborative style can be found under the role of collaborator in this study. In all three areas outlined, Ev demonstrated that she was able to transfer the knowledge gained through courses and experience and apply this knowledge to the task in hand even though she had received no formal leadership training. Perhaps this is the essential talent of a leader, the ability to transfer knowledge gained from study and experience and the ability to apply that knowledge appropriately to the task in hand. Again this finding has implications for those selecting aspiring administrators. The past experiences of the candidates and how they have performed may provide some indication of the candidate's ability to transfer knowledge gained and to apply it appropriately to the task in hand.

Being privileged to shadow an administrator of Evelyn's calibre for eight months proved to be a most enriching learning experience for me. I learnt better ways of disciplining children and evaluating teachers than I had practised as an administrator prior to the study. The experience for me was similar to an internship in professional development. Knowing how enriching this experience was for me professionally I would recommend those involved in designing professional development courses for practising administrators to consider this type of learning experience as an option. Though costly in time and resources it certainly provides an invaluable learning experience for those involved.

By outlining in detail the manner in which Ev disciplined the children, evaluated teachers, conducted staff meetings and prepared the budget I have provided the reader

with one effective way each of these tasks may be accomplished. These descriptions may prove valuable to other practising administrators in providing a practical, step-by-step outline of how to accomplish these tasks effectively.

Ev's struggle to make time for herself and her family and at the same time provide effective leadership within the school is significant. This struggle to balance the needs of one's personal, vocational and professional life is often overlooked by administrators and yet if not attended to can result in burn out and/or divorce or separation. Those involved in planning courses for practising administrators would do well to provide courses in which participants learn to balance the personal, vocational and professional demands of their daily lives.

Ev's view of career is an interesting one. She is more concerned with what is of interest to her than the power of a position or the salary it would attract. She also does not see herself as a career principal. I wonder whether Ev's view is common to married females whose husbands are also earning. Such women have the privilege of dabbling in the workplace and doing things of interest to them. One wonders whether a single female with or without dependents would feel as free to dabble. Perhaps the single female has similar pressures to those experienced by the married male who is the sole income earner. This would provide an interesting area for further research.

What follows is a summary of the answers to the questions presented in Chapter One.
(1) *What impact would the span of thirteen years have on the nature of the principal's role?*
Wolcott asserted that the principal's role was not clearly defined in 1973 in the Columbia School District and that Ed spent a great deal of time along with his peers in trying to discover the parameters of the principal's role. Betty and Ev both

demonstrated that they possessed a clear understanding of their role and their responsibilities. They also demonstrated that they possessed the necessary skills to undertake and execute these responsibilities competently. I would suggest that the role responsibilities of the principal in both the Ptarmigan and Douglas School Districts are more clearly defined and understood by administrators.

Another changing aspect of the principal's role lies in the amount of autonomy that principals in the school districts under discussion seem to enjoy. Both Betty and Evelyn appeared to have been given more autonomy than Ed in the areas of budgeting and employment of personnel. Evidence in this study and that of Shenkles indicates that the two school districts under examination are tending towards decentralization at least in the areas of budgeting and employment of personnel. One wonders if this trend is more widespread.

From the evidence of the three studies there appears to have been slight changes in the practice of evaluation over the thirteen years within these three districts. Wolcott in 1973 stated that the "evaluation ceremony served the needs of the organization better than it served the needs of the individual. . . it reaffirmed organizational rules and policies imposed within the hierarchy by which schools are organized and administered." After observing Evelyn conducting the process of evaluation I suspect administrators are coming to terms with the what and the how of the evaluation process but they have yet to address the why adequately. One is left wondering how much impact on student learning the evaluation process is really having and whether in fact two observations per year are adequate for improving instructional techniques. I also wonder whether peer coaching would be more effective in improving instructional techniques than the type of formal evaluation documented in this study. Although there has been some improvement in the training of administrators in the process of evaluation

(i e., Ev and Betty both demonstrated that they knew what to do and how to go about it) one wonders whether the evaluation process still serves the needs of the organization rather than serving the needs of the individual teacher and student.

(2)*Would I find differences in the manner in which the male principal performed his tasks as opposed to that of a female?*

Any differences which existed in the manner in which tasks were performed by Ed, Betty or Ev could only be attributed to differences in personality or style, but not to gender. This issue of gender was really one of the key questions which led me to undertake this study. Yet after shadowing Evelyn and then reading Wolcott and Shenkle I could find no differences in task performance which could be attributed to gender. Perhaps the role and expected duties of the elementary school principal are so well delineated that there is little scope for gender differences in the performance of tasks. Or it may be that I am female and so immersed in the north American culture that I am unable to see the gender differences in task performance. Perhaps gender differences may be detected in the performance of tasks if the researcher and the administrator were of a different sex.

The impact of the family in daily life was significantly different between Ed and the two females. This is a gender difference but it is not specifically related to task performance. Ed's family rarely contacted him throughout the school day, yet both Betty and Evelyn spoke to one or more members of their immediate family at least once each day. The roles of wife, mother, sister and daughter were not discarded when Betty and Evelyn went to school, yet Ed seemed free from other roles while administering the school.

(3) *Would the cultures in these three schools be similar or would there be significant differences?*

Goodenough (1976) states that the "Culture of any society is made up of "the concepts, beliefs and principles of action and organization." The "concepts, beliefs and principles of action and organization" in the three schools, Taft, Francis Case and Padstow and their school districts were more similar than they were different.

(4) *Would this study necessitate a re-examination of the theories generated as a result of Wolcott's study?*

Wolcott (1973) concluded his study with one basic assumption. He asserted that

> Principals act as formal bearers of organizational and societal traditions and . . . serve their institutions and their societies as monitors of continuity

There is evidence in this study and that of Shenkle to support this assumption. Both Betty and Evelyn spent a great deal of time in what Wolcott termed "variety reducing behaviors" both with staff and students. Though Ev did encourage differences in teaching style among her staff when it came to recommending the teacher for the award it was the traditional teaching style that Ev recommended. The other style, though appreciated by Ev, was "very different" and Ev felt that it would not be found to be acceptable to those judging the competition. Ev also demonstrated that she was very committed to supporting and maintaining the school according to distict priorities and expectations. She also placed before the children the values of the society of which she was a member and encouraged the children to emulate those values. Hence one could say she served the institution and society as an agent of continuity. Throughout the time of the study I witnessed minor changes to curricula but no major structural changes were implemented. The fact that little change occurred within the school further

suggests that she acts an agent of continuity. One wonders, however, how much scope principals actually do possess to be agents of change within their institutional setting.

Conclusions

Having conducted this study and compared the findings with those of Wolcott (1973) and Shenkle (1985) I have reached the following conclusions.

(1) The nature of the principal's role has changed little in the span of thirteen years.

(2) Differences existing in the manner in which tasks were performed could be attributed only to differences in personality or in style but not to gender.

(3) The cultures of the three schools were more similar than they were different.

(4) "School principals act as formal bearers of organizational and societal traditions and serve their schools as monitors of continuity" (Wolcott: 1973) not of change.

(5) An effective elementary school principal must also be an effective teacher.

Implications

This study has implications not only for those conducting pre-service and in-service programs for administrators but also for those responsible for the selection and appointment of elementary school principals of the future. Ev Green is an effective elementary school principal. This has been clearly demonstrated in the delineation of Ev's eight characteristics of performance. To fulfil these roles effectively, certain knowledge, skills and attitudes are essential. Such knowledge, skills and attitudes should be incorporated into whatever programs are offered and should be given serious consideration by selection panels when appointing elementary school principals of the future.

Enabler - one who is able to recognize the potential of another, alert the other of this potential, invite the other to explore new avenues in which this potential might be realized

and support the other in whatever action he/she decides to undertake to utilize this newly discovered potential. To fulfil this role effectively, the individual must possess a belief in the worth of each person and must be committed to enabling others to reach their potential.

Empathizer - one who seeks to understand another's situation and motivation for action and then challenges the other to make informed choices about future behavior. To fulfil this role effectively, the individual must possess an appreciation and love of children coupled with a thorough knowledge of child development.

Challenger - one who observes the other, provides documentary evidence to support the observations made, affirms the other's strengths and then challenges the other to address areas of growth and further professional development. To fulfil this role effectively, the individual must possess effective teaching skills and skills of evaluation of both staff and programs.

Advocate - one who pleads on behalf of another. To fulfil this role effectively, the individual must possess a knowledge and understanding of arbitrating and negotiating skills.

Collaborator - one who seeks and listens to the opinions, feelings, perspectives and convictions of others before reaching a final decision. To fulfil this role effectively, the individual must have a commitment to people working together co-operatively, coupled with a commitment to obtaining meaningful involvement of students, staff and community. The collaborator must also possess a knowledge and understanding of group dynamics (one-on-one, small groups and large groups), and the skills of problem-solving, decision-making and conflict resolution.

Image Maker - one who presents an attractive image of herself, the staff, the students and the school to the wider community. To fulfil this role effectively, the individual must possess effective communication skills (writing, speaking, listening, observing and reading). The image maker must also possess an attitude of optimism and efficacy.

Loyalist - one who supports and actively promotes the policies of the district. To fulfil this role effectively, the individual must have a commitment to the organization and to its improvement. The loyalist must also possess knowledge of the organization's policies, structure, procedures and programs together with specific knowledge of the particular school and community in which the loyalist administers.

Tactician - one who undertakes planned action to gain a desired result. To fulfil this role effectively, the individual must be politically astute and possess the knowledge and skills to utilize people resources within the organization effectively.

The knowledge, skills and attitudes delineated above were demonstrated by Evelyn Green when performing her eight administrative roles. The required knowledge, coupled with the necessary skills and attitudes provides a comprehensive list of the essential characteristics of the effective elementary school principal.

Being a successful elementary school principal was not one of the criteria I considered when Evelyn was chosen as the informant for this study, but as the evidence of this study demonstrates, Ev was indeed an effective administrator. She not only provides the reader with a profile of the essential characteristics of an effective elementary school principal but she also serves as a role model for other females aspiring to administration. Ev achieves this by demonstrating a commitment to living a balanced life in which she attends to both personal and professional needs. This aspect of Ev's performance is

perhaps one of the most significant elements of this study. Evelyn Green demonstrates for us all, that it is possible to live a rich and fulfilling life, while attending to the roles of wife, mother, sister, daughter and administrator.

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APPENDIX 1

APPENDIX 1

Padstow Elementary School Student Conduct Policy

Expectations for Student Behavior

1. **I am responsible for getting along with others**

(i) I help others feel better about themselves

(ii) I am a good sport and avoid quarrels with my school mates.

(iii) I line up in an orderly fashion when the bell rings.

2. **I am responsible for my learning**

(i) I co-operate with my teachers

(ii) I do my best on assignments

(iii) I come to school on time

3. **I am responsible for safety**

(i) I am polite and considerate on the playground, in hallways, in classrooms and around the water fountain

(ii) I co-operate with the school patrol and walk safely to and from school

(iii) I do not throw rocks, snowballs or other dangerous objects

4. **I respect the property of others**

(i) I take care of school textbooks, supplies and other school property

(ii) I do not touch or use other people's property without their permission

(iii) I remove my footwear when I come to school

Logical Consequences

Good Behavior

Good Behavior is displayed when a student

(i) meets expectations on a continuous basis

(ii) shows improvement

(iii) performs an outstanding service or exemplary deed

Who Deals With Good Behavior?

(i) The teacher or staff member on the spot.

Consequences

(i) Positive 'on the spot' reinforcement by staff

(ii) Good behavior can further be recognized. A teacher may complete and submit a POSITIVE REFERRAL SLIP (Appendix 1) to the Student Conduct Committee

(iii) Students selected by the committee and a Citizen of the Month from each classroom will be recognized at monthly general assemblies:

- a good behavior certificate will be presented
- the student's picture will be displayed on a bulletin board in the hallway
- other students may be listed on the bulletin board as honorable mentions
- the Home Bulletin will include the names of students recognized at general assemblies
- parents whose children will be recognized for good behavior will receive a special invitation to the general assembly

(iv) The Student Conduct Committee will keep a record of all students honored during the year for good behavior

Poor Behavior

(i) less serious misdemeanours

(ii) serious misconduct

- fighting
- defiance of authority
- stealing
- vandalism

- dangerous activity
- repetitive unacceptable behavior

Who Deals With Poor Behavior?

(i) The teacher 'on the spot' handles less serious demeanours where they occur - in class, in the hallway, on the playground. The teacher will help the student to see that poor judgement was used and a poor choice was made. Alternate choices or ways of handling the situation will be discussed with the student(s) involved.

(ii) The teacher concerned may choose to deal with the student or may request the involvement of the principal, the assistant principal or the school counsellor.

Consequences For Serious Misconduct

Step 1

The student spends a minimum of 30 minutes developing a WRITTEN PLAN (Appendix 2) of how that student plans to improve his/her behavior. A staff member will assist the student in developing and writing a plan (especially for the younger students). The plan is discussed and approved by the teacher or administration. The written plan will be sent home for parents to discuss with the child. The plan will be signed by the parent and returned to school with the student the next day.

Step 2

For a second major offense, the student follows step 1, but also has a conference with the teacher and /or administration where a Behavioral Contract (Appendix 3) is drawn up and signed by the student, teacher and parent. The contract will be in effect for one month but will be reviewed weekly.

Step 3

For a third major offense the student will have an In-School Suspension for an entire day. The student will then meet with the teacher(s) and the administration to renew the

contract and write in the next consequence if a fourth major offense occurs. Parents will be encouraged to attend the conference.

Step 4

For a fourth major offense, the student will be suspended from school for 1-5 days. The parent will be asked to accompany the student upon his/her return to school.

Step 5

Automatic suspension from school. Seek assistance of resource support services outside the school.

NOTE - In exceptional circumstances, a student may be immediately suspended from class or school.

APPENDIX 2

APPENDIX 2

Padstow Elementary School Beautification Action Plan

The Custodian

- Have a designated furniture storage area
- Exploit space behind caretakers office
- Provide the garbage can for the Golden Garbage Can Award. Let Administration know first thing Monday mornings which class won the previous week.
- Spring Clean-up week. Assign a disposal area for this half-day's junk and garbage.
- Provide window opening poles for open area for summer.
- Save boxes for book and kit weeding campaign.
- Provide garbage cans inside all three entrances.
- Institute Garbage Grabber chart at office to recognize students who have been observed going out of their way to help keep school and yard clean.
- Arrange for removal of dead tree.
- Remove shelves from phoning room when emptied and put in storage room next door.
- Install student desk in phoning room.
- Investigate who is responsible for fill dirt and re-seeding at North door, for mud hole and the slope down to the special education classroom.
- Clear the stage
- "Remove Wet Footwear" signs for all entrances.
- Provide a garbage can at each work-station in workroom.
- Regular rug shampooing program.
- With the secretary prepare a school map for visitors.

- With the administration and the secretary rethink office bulletin boards.

All Staff

- Weeding : Weed out all out-of-date, and unlikely to be used materials out of classrooms. Coordinators do the same with your area of responsibility. Send to Library during the week of Feb 16-20.
- Store your personal teaching resources, which you do not use regularly, at home. Tote boxes can be ordered from the warehouse at very small cost.
- Teachers on supervision to ensure garbage cans go in and out at recesses.
- Be on the watch for student Garbage Grabbers and give names to the custodian.
- Div 1 teachers to chat with classes about monkey bar safety.
- All teachers to work at keeping Art room a nice place to work.
- Work with classes to keep classrooms and boot racks clean and tidy.
- Schedule washroom instruction for your class.
- Teacher on supervision to clear washrooms at the beginning and in the middle of recess.
- Give your classroom and/or your area of responsibility a good cleaning and face-lift on our spring clean-up day.
- D.E.A.C. Drop everything and clean at 3:20 daily.
- Assign monitors for your classroom and hallway bootracks.
- Only students with notes to spend recess indoors. Note to last one day unless it specifies otherwise.
- Teachers on supervision to keep troublemakers outside and bring to office at end of recess for behavior plans.
- Enforce NO OUTDOOR FOOTWEAR ANYTIME inside.
- Wash your own dishes and if you see a visitor leave dishes unwashed, either tell him/her or do them yourself.

- Keep workroom clean. Put materials back and use garbage cans.
- Keep workroom doors open for ventilation.

Budget Committee

- Replace orange couches
- Dishes, chairs, plants, microwave for staffroom
- Replace, paint ceiling tiles in open area and room down there
- Consider mud holes at north door for fill and seeding if this is not Parks and Recreation duty
- Chairs for art room
- Art room : doors or covers for open shelves
- Paint back wall of gym - stage
- Tackboard for room sixteen
- Four filing cabinets
- New windows for room thirteen and lab east side
- Carpeted areas for three classrooms
- Plexiglass and other framing for good student art
- Tack strips in hallways for mounting displays

Administration

- Announce Golden Garbage Can Award winner every Monday a.m. at 8:55
- Monitor washrooms and announce Royal Flush Award at the same time as above
- Designate one half day for major clean-up during Ptarmigan's Spring Clean-up week
- Follow up on request for double doors at S.W. entrance
- Recognize 'Garbage Grabbers' at monthly assemblies
- Arrange an assembly this week to share plans with students - Probably Div 1 and Div 2 separate

* Golden Garbage Can Award

* Garbage Grabber recognition

* Royal Flush Award

* Outdoor footwear banned in school

* DEAC Drop everything and clean

- Obtain permission to sell old desks and Commodore computer materials

- Initiate bottle drive for plants for office and front entrance

- Mail boxes in office

- Office bulletin boards

- Music on inter-com

APPENDIX 3

APPENDIX 3

Padstow Elementary School Budget Plan for 1987-1988

District Priority

- To reduce the district's energy costs

School Priority

- To reduce the school's energy costs

Results

- Staff and students will have an increased awareness of energy conservation practices
- Staff and students will employ energy conservation measures in the school

Indicators

- Utility costs will decrease

Action Plan

- Staff will participate in a half-day in-service session on conserving energy in the school. The Professional Development Committee will be responsible for this day in September 1987.
- Utility consumption costs will be shared with staff on a regular basis. The Administration will be resonsible for this and this will be on going.
- Staff and students will participate in "Energy Awareness Week" challenge activities. The Custodian and the Administration will be responsible for this and it will take place in October 1987.

District Priority

- To improve student achievement

School Priority

- To improve student learning (year two of three)

Results

- Each student will achieve to his or her ability
- Student attitudes toward learning will be positive
- Teachers will acquire and share a variety of teaching strategies

Indicators

- Student profiles will show growth in mathematics and language arts commensurate with ability
- Student responses on district and/or school surveys will be positive

Action Plan

- Continue participation in the teacher effectiveness program. This will be the responsibility of the Administration commencing in September 1987.
- Consult with staff in maintaining the In-School Professional Development program. This will be the responsibility of the Professional Development Committee and will be on-going.
- Implement strategies developed during 1986-1987 to improve program continuity in social studies, science and handwriting. This will be the responsibility of the Teaching Staff and will commence in September 1987.
- Maintain use of student profile sheets. This will be the responsibility of the Counsellor and the Teaching Staff and will continue in September 1987.

District Priority

- To improve the physical, mental and social well-being of students and staff

School Priority

- To improve the physical, mental and social well-being of students

Results

- The social, mental and physical well-being of students will be improved.
- Student strengths will be recognized to facilitate further growth and development
- Students will develop higher levels of self esteem

- Students will have the opportunity to participate in extra-curricular activities

Indicators

- Student responses on district and/or school surveys will be positive
- The number of students receiving citizenship and special awards will increase
- The number of students participating in extra-curricular activities will increase

Action Plan

- Revise and administer school student survey. The Student Conduct Committee will be responsible for this and they will administer the survey in November 1987.
- Provide counselling services. The Administration will be responsible for this and this will be on-going.
- Maintain extra-curricular program for Div 11 (eg. running club, intra-murals, choir). The Physical Education Co-ordinator and Staff will be responsible for this and it will be ongoing.
- Provide non-competitive extra-curricular activities for Division 1. The Staff Committee will be responsible for this commencing in October 1987.
- Maintain Grade Six camping trip. Grade Six Teachers will be responsible for this and it will take place in June 1988.
- Maintain General Assembly program (eg. Citizens of the Month/Honorable Mentions, Special Awards, Birthdays etc.) The Student Conduct Committee will be responsible and all activities will on-going.
- Provide games, equipment and activities during recess. The Staff will be responsible for this and it will commence again in October 1987.
- Maintain School Beautification Incentive program. The Administration will be responsible for this and it will continue in September 1987.
- Review Student Conduct Policy to ensure consistency in dealing with positive and negative student behavior. The Student Conduct Committee will be responsible for this and it will commence in October 1987.

District Priority

To increase community support for public education

School Priority

To provide opportunities for a school and commuity partnership (year two of three)

Results

- Community awareness of Padstow School's programs and accomplishments will be maintained
- Opportunities for community involvement will be provided
- Re-development of the neighbourhood park will begin
- Padstow staff and Padstow Parent Advisory Society will continue to co-operate with St Agnes's school parent group and Thompson Community League to raise funds for the re-development of the neighbourhood park.

Indicators

- On school and district surveys responses from the community will indicate awareness of and satisfaction with school programs.
- Padstow community, St Agnes's community and Thompson community will raise funds for the re-development of the neighbourhood park.
- Phase One of the Park Re-development will be completed in October 1987.

Action Plan

- Student groups will be involved in community activities eg. mall displays, choir visits to senior citizens, decorating shopping bags for local supermarkets. The Staff will be responsible for this and it will be on-going.
- Continue contacting new families to provide information about school and community programs. This is the responsibility of the Community Volunteer Group and it will be on-going.
- Maintain Padstow School Parent Advisory Society and its activities. This will be the responsibility of the P.S.P.A.S. and the Administration.

- Maintain school liaison with community groups and agencies eg. Scout group, Boys and Girls Club and Local Council. This will be the responsibility of the Administration and it will be on-going.

- Support Padstow School and St Agnes's School and the Thompson Community League in the re-development of the neighbourhood park. This will be the responsibility of the Administration and it will be on-going.

District Priority

To enhance employee effectiveness, satisfaction, and opportunity for involvement in the decision-making process.

School Priority

To improve staff morale and job satisfaction (year two of three)

Results

- Staff morale and job satisfaction will be enhanced
- Staff will participate in the decision-making process
- A minimum of class changes will occur

Indicators

- The number of positive responses on the staff and/or district survey will increase

Action Plan

- Consult the staff as to adopting a Staff Recognition program. This will be the responsibility of the Administration and will commence in September 1987.

- Develop Guidelines for professional development expenditures. This will be the responsibility of the Administration and the Teaching Staff and will commence in October in 1987.

- Maintain : The School Beautification Plan; The staff buddy system; staff meeting agenda format; program co-ordinators; moderate class sizes; a school organization which minimizes the number of class exchanges. This will the responsibility of the Administration and will be on-going.